DOCUMENT RESUME

ED 056 147 UD 011 879

AUTHOR	Madeira, Eugene L.
TITLE	The Puerto Rican Involvement in Educational Opportunity Fund Programs for the Disadvantaged.
INSTITUTION	Glassboro State Coll., N.J.
PUB DATE	70
NOTE	91p.; Thesis submitted in partial fulfillment of Social Science Seminar, Glassboro State College, N.J., May 27, 1970
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Disadvantaged Youth; *Educational Opportunities; Equal Education; *Higher Education; Open Enrollment; *Puerto Ricans; *Secondary School Students
IDENTIFIERS	Camden County; New Jersey

ABSTRACT

The purpose of this study was to analyze Puerto Rican response to the opportunities for higher education and to survey the prospects of recruiting more Puerto Ricans in "Educational Opportunity Fund Programs." Camden, New Jersey was chosen as a representative medium-sized city with a Puerto Rican Community. (JW)

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THE PUERTO RICAN INVOLVEMENT IN EDUCATIONAL OPPORTUNITY FUND PROGRAMS FOR THE DISADVANTAGED

by

Eugene L. Madeira

A THESIS

Presented in partial fulfillment of the requirements
for S.S. 600, Seminar in Social Studies, in the
Graduate Division of Glassboro State College
1970

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Date 27 May 1970

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PREFACE

The situation facing Puerto Rican children in American schools that are not fully prepared to educate them is complex. These schools are most often located in decaying urban centers, to which Puerto Ricans are migrating in increasing numbers. The schools are over-crowded, under-financed, and ill-equipped to handle large numbers of newcomers. Over 200 communities in the United States have growing Puerto Rican populations. Some school populations are 25 per cent Puerto Rican. A large number of these young people will never graduate. The number of Puerto Ricans who take advantage of opportunities for higher education is extremely small.

This writer lived and worked in the Puerto Rican community of Camden, New Jersey for two-and one-half years. The church at which he was the pastor sponsored homework help programs; in this program the author often felt helpless when faced with the task of aiding teenage Puerto Ricans who were unable to read, either in English or Spanish.

It was out of a desire to create some constructive solutions that this research project was undertaken. It is hoped that the results of this study will enable colleges, public schools, teachers, and community leaders to see and understand the plight of the Spanish-speaking student. Gratitude is expressed to Dr. Charles Smerin, the Superintendent of the Public Schools of Camden, New Jersey; the counselors of Wilson High School, Camden High School and Pyne Poynt Junior High School; to Mr. Allan Moore, the Director of the Equal Opportunity Fund; to Miss Juanita High, his successor in that post, and her associates in the Department of Higher Education in Trenton, New Jersey; to Mr. Armando Medina of the Department of Higher Education; to Mr. Walter Gordon of Camden County College; to Angelo Carrion of Operation Talent Search at the College of South Jersey (Rutgers); to Professor Wade Currier of Glassboro State College, my seminar advisor, who carefully encouraged excellence, and without whose patience and assistance this thesis could never have been written; and to my niece Miss Terry Madeira, who graciously typed the thesis on short notice.

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CHAPTER I

INTRODUCTION

Early in 1968, Governer Richard J. Hughes submitted his Moral Recommitment message to the New Jersey State Legislature. This message contained a broad range of programs designed to change or ameliorate some of the basic social conditions which the Select Commission on Civil Disorders cited as having contributed to the Newark Riots. Among these programs was the Educational Opportunity Fund.[1]

In July of 1968, the Legislature enacted legislation establishing the Educational Opportunity Fund (E.O.F.) and providing $2,000,000 for the first year of its operation. Within weeks after passage of the legislation, Educational Opportunity Fund programs had been approved at 34 colleges in the state of New Jersey.[2]

This was the most remarkable financial aid measure to help educate the poor since the enactment of the well-known G.I. Bill, passed by the Federal Government to help veterans of World War II to get a higher education. The establishment of the Educational Opportunity Fund was an important step toward solving one of the major problems existing in education today - that of offering disadvantaged youth an opportunity to obtain a higher education.

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[1] An Interim Report covering the First Term of Operation of The Educational Opportunity Fund, Allan Moore, chairman (Trenton, N.J.) Department of Higher Education. June 13, 1969, p. iv.

[2] Ibid., p. v.

The appropriation for the Educational Opportunity Fund was doubled during its second year of operation to $4,000,000; the number of institutions participating increased to forty.[1] This represented a substantial commitment on the part of New Jersey's institutions of higher education to the education of disadvantaged students from minority groups.

Only 71 Puerto Ricans enrolled in college E.O.F. programs during the first year, of a total of 1,633 students who were given help. In Camden County, only 6 Puerto Ricans received financial assistance from the Educational Opportunity Fund - all at Camden County College. No Puerto Ricans were registered at Rutgers' South Jersey campus under this plan. However, during the 1969-70 academic year, Rutgers recruited 21 Puerto Ricans under the Urban University Program, so that the total of Puerto Ricans in Camden County receiving financial assistance during the second year of E.O.F. rose to 27.[2]

The increase in Puerto Rican participation in programs for the disadvantaged on a statewide basis was even more remarkable. A total of 197 Puerto Ricans received financial help out of a total of 3,900 disadvantaged students enrolled in New Jersey colleges. The increase can be attributed largely to the action of Mr. Allan H. Moore, the Executive Director of the Educational Opportunity Fund. Mr. Moore wrote to each of the presidents of colleges in New Jersey that have Puerto Rican populations near or within commuting distance a letter expressing his concern that:

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[1] The Educational Opportunity Fund Annual Report, Juanita High, executive director (Trenton, N.J.: Department of Higher Education. May 1, 1970.

[2] *Ibid.*, p. 16.

> "the college in its recruitment efforts should seek to enroll more Spanish-speaking students in the program; and that the advisory committee should have representation from the Puerto Rican community if it is to become relevant to the needs of the Spanish-speaking people."[1]

The above recommendation was sent to each of the college presidents as part of an evaluation of the local administration of E.O.F. programs. As a result of the suggestions of the Executive Director of E.O.F., Rutgers College of South Jersey added two Puerto Rican recruiters to its staff, Armando Rodriguez and Angelo Carrion. The 21 Puerto Rican students that enrolled in the Urban University Program at Rutgers in the fall of 1969 represented 10 per cent of the total number of Puerto Ricans getting aid from the Educational Opportunity Fund, and indicates the good response that can be obtained from the Puerto Rican population when bilingual recruiters are used.

THE PURPOSE OF THE STUDY

The purpose of this study was to analyze Puerto Rican response to the opportunities for higher education under Educational Opportunity Fund programs in Camden County. The Educational Opportunity Fund was begun by the State of New Jersey to help the youth of minority groups who are economically and educationally disadvantaged to obtain a college education. Governor William T. Cahill re-affirmed the State's commitment to the disadvantaged in his budget message of 1970. In view of this lasting commitment it then appears pertinent to ask - why has not Puerto Rican participation in such programs been greater?

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[1] Letter from Allan H. Moore to Dr. Otto R. Mauke, President of Camden County College, August 5, 1969.

There are now 40,000 Puerto Rican children attending New Jersey's public schools. Most live in communities where the educational facilities are substandard.[1] The majority are from the lowest income group and are more likely to be educationally and socially deprived. Puerto Ricans represent an important target population for Educational Opportunity Fund Programs. The purpose of this study then was to survey the prospects of recruiting more Puerto Ricans in programs providing a higher education for minorities. To do this the following questions were asked:

1. What are the Educational Opportunity Programs for the disadvantaged in Camden County?
2. What has been the Puerto Rican response to these programs?
3. Has the Puerto Rican community been aware of the Educational Opportunity Fund and its programs?
4. Have Puerto Rican secondary students been aware of the Educational Opportunity Fund, and did they have college intentions?
5. What can be done to increase Puerto Rican participation in Educational Opportunity Fund Programs?

In the United States one of every twenty Americans attends some institution of higher education. In Puerto Rico the percentage is considerable lower - one of 500 Puerto Ricans goes to college.[2] The Puerto Rican percentage is higher than the percentage of Puerto Ricans living on the mainland who attend college because there is no language barrier to education in Puerto Rico. The need for English as a second language in the United States changes considerably the aspirations and achievements of Puerto Ricans in the United States mainland.

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[1] A Summary of Public Education in New Jersey, M. Jack Krupnick, supervisor (Trenton, N.J.: September 1969) pp. 15,20.

[2] See Appendix I.

THE IMPORTANCE OF THE STUDY

The Puerto Rican population on the mainland United States continues to grow at a rapid rate. Over 200 cities in the United States now have Puerto Rican settlements. Many of these cities are not prepared to handle newcomers in large numbers in their educational systems. Unfortunately, studies written about the Puerto Rican in New York City are often ignored as not applicable to the local situation, because of the much larger scale of population and the complexity of the problem of educating a minority population of half-a-million people.

Since a study of a medium-sized American city is more appropriate to the problems confronting educators in a majority of medium-sized school systems, the city of Camden, New Jersey was chosen. Camden has had a Puerto Rican community for moer than two decades. Yet problems persist in both the community and the schools that should have been solved years ago.

The Need for the Study

The situation in Camden is much like that discovered by C. Wright Mills when he directed a Columbia University study of the Puerto Rican population in New York City in 1947-48. He said that he had never studied a situation in which the basic facts were so obscure and confused as was that of Puerto Ricans in New York City.[1] The situation which Mills describes is true of any city that is unprepared to receive large numbers of minority groups into its midst. Facts tend to remain obscure, because the majority like to pretend the minority isn't there.

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[1] C. Wright Mills, Clarence Senior, and Rose Kohn Goldsen, The Puerto Rican Journey. New York: Harper, 1950.

The educational situation facing Puerto Rican youth in mainland schools is especially difficult when school boards are not prepared to provide special treatment for minority group children. Most cities have no official data to indicate the nature of the needs or problems facing Puerto Rican residents of the area; in fact, many are unaware of the number of Spanish organizations in their respective communities.[1]

This study will provide basic information about the nature and organization of the Puerto Rican community in Camden, New Jersey, a medium-sized American city. It will provide basic information that can be used for studies of needs related to bilingual instruction for Puerto Rican children from kindergarten to college. In addition, this study will provide information that should enable the Puerto Rican community to be more responsive to its own needs.

The Location of the Study

The author resided in Camden for two-and-one-half years; during that time, while a pastor of two Puerto Rican congregations, he made note of the various Puerto Rican organizations, clubs and churches. Out of a background of service to the Puerto Rican community, he was able to conduct the extensive surveys required by this thesis.

The Puerto Rican population is rapidly growing in Camden.

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[1] Louis Panico, "The Rate of Integration of Puerto Ricans into American Life" (Unpublished paper for Diocese of Camden, N.J., 1967)

Unfortunately, the city has paid little attention to the Puerto Rican minority and its needs. It is hoped that through this study, communities with newer Puerto Rican populations can avoid some of the mistakes made in Camden.

The Puerto Rican community started in 1944 when Campbell Soup offered a work contract of six months to male Puerto Ricans and provided them with temporary housing. Barracks were built in North Camden at a location near the factory. Fifteen hundred Puerto Ricans accepted Campbell's job offers earning an average wage of 67 cents an hour. At the end of the six months nearly 1000 of the above workers returned to Puerto Rico, while the remainder settled in Camden.[1]

In 1945 ten families arrived in Camden. Thirty more families arrived during the following year. From 1948 to 1950 many migratory farm workers from South Jersey settled in Camden when seasonal work was over. Those who found winter employment brought their families to Camden.

During the Korean War, 1950 to 1953, Puerto Ricans were needed in the overall labor market. They came in sufficient numbers to make it necessary for the Commonwealth of Puerto Rico to establish a Migration Office. The Migration Division of the Commonwealth of Puerto Rico reported the population of Puerto Ricans in Camden to be about 5,000 in 1955, after a decade of emigration.[2]

The end of the Korean War brought a decrease in the number of Puerto Ricans residing in Camden, with the 1960 census indicating only 4,000 in the area. In the most recent decade, however, there has been a steady increase, so that there are an extimated 8,500 now in residence within a mile radius of the South Jersey campus of Rutgers University.

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[1] Ibid., pp. 14-15.

[2] Report of the Division of Migration (Camden, N.J.) Commonwealth of Puerto Rico. 1955.

THE METHOD OF STUDY AND THE ANTICIPATED RESULTS

In preparing this study, use was made of personal interviews and questionnaires. It was assumed that an estimate of the impact of programs of Educational Opportunity for higher education on the Puerto Rican community could be measured. Interviews were conducted with the Puerto Rican elite, which consisted of the following:

1. The employees of the Commonwealth of Puerto Rico
2. Federal employees
3. State employees
4. County employees
5. City employees
6. Professional men
7. Clergymen
8. Businessmen
9. Presidents of social clubs
10. Representatives of labor unions and industry

To provide an estimate of the potential number of Puerto Ricans interested in taking advantage of equal educational opportunities of higher education, a survey was taken of Puerto Ricans enrolled in secondary schools -- at Pyne Poynt Junior High School, at Woodrow Wilson High School, and at Camden High School. This survey, entitled "College Intentions of Puerto Rican Students in Camden's Secondary Schools," included questions as to whether the students had been encouraged to go to college by their parents, and by their school counselors. These questions were included in order to identify the contribution made by both the family and the school to the Puerto Rican student.

The Instrument Used

The basic assumption of this project is that the awareness of Puerto Ricans to opportunities for higher education in Camden County could be measured. A questionnaire was used in the interviews with the Puerto Rican elite as to whether they had ever visited either the campus of Rutgers South Jersey, at Fourth and Penn Streets, or the campus of Camden County College in Blackwood.

This project measured the impact of the Educational Opportunity Fund on both the community as a whole and the individual Puerto Rican student. Research of Puerto Rican organizations was carried on by door-to-door calls, in order to learn the names and addresses of clubs, churches, and leaders. Where none of these methods was successful, telephone calls and correspondence were used.

The Limits of the Study

All surveys were conducted with Puerto Ricans living in Camden County. Those questioned were asked if they had ever heard of the Educational Opportunity Fund and if they knew of the programs for the educationally and economically disadvantaged being offered at Rutgers' South Jersey campus and at Camden County College. This project was limited to programs for the disadvantaged in Camden County, sponsored by colleges located in the county.[1]

Greater utilization of opportunities can be realized among Puerto Ricans if colleges will make an educational commitment to the Puerto Rican community. Since the Educational Opportunity Fund does not recruit students for the colleges, the key to any successful program for higher education is the initiative of the public schools. Without their cooperation all programs for the disadvantaged are greatly handicapped. The schools need a positive attitude toward the needs of the Puerto Rican population. The results of this projects have shown:

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[1] Glassboro State College's Urban Studies Program was not included because Glassboro is not located in Camden County.

1. There is no organized effort by the Puerto Rican elite to encourage the disadvantaged Puerto Rican to go to college.
2. The educational level of the parent is more influential on the young than the attainments of the elite.
3. Colleges that fail to use bilingual recruiters have severe handicaps in increasing Puerto Rican enrollment.
4. Colleges that do not sponsor Puerto Rican cultural events have less opportunity to be known in the community.
5. Counselors in the public schools are overworked and have insufficient time for guidance and counseling.
6. The Camden Public Schools are unresponsive to the special needs of Puerto Rican children.
7. Puerto Rican representation on the advisory boards of college E.O.F. programs has only been token.
8. Family counseling by school counselors, or a staff of Spanish-speaking counselors assigned to Puerto Rican children, could counteract negative community factors.
9. Schools need to carry out remedial programs based on a plan of dropout prevention through early detection.
10. Public schools have a responsibility to the disadvantaged student even after he has dropped out. Referral information on all dropouts should be given to Adult Basic Schools, G.E.D. Programs, the O.I.C., and special programs for the disadvantaged sponsored by institutions of higher education.
11. Puerto Ricans who have weakened family structures are more likely to suffer economic and educational disadvantages.
12. The Puerto Rican community lacks community organization and a sense of cooperation among its leaders.

CHAPTER II

EDUCATIONAL OPPORTUNITY FUND PROGRAMS IN CAMDEN COUNTY

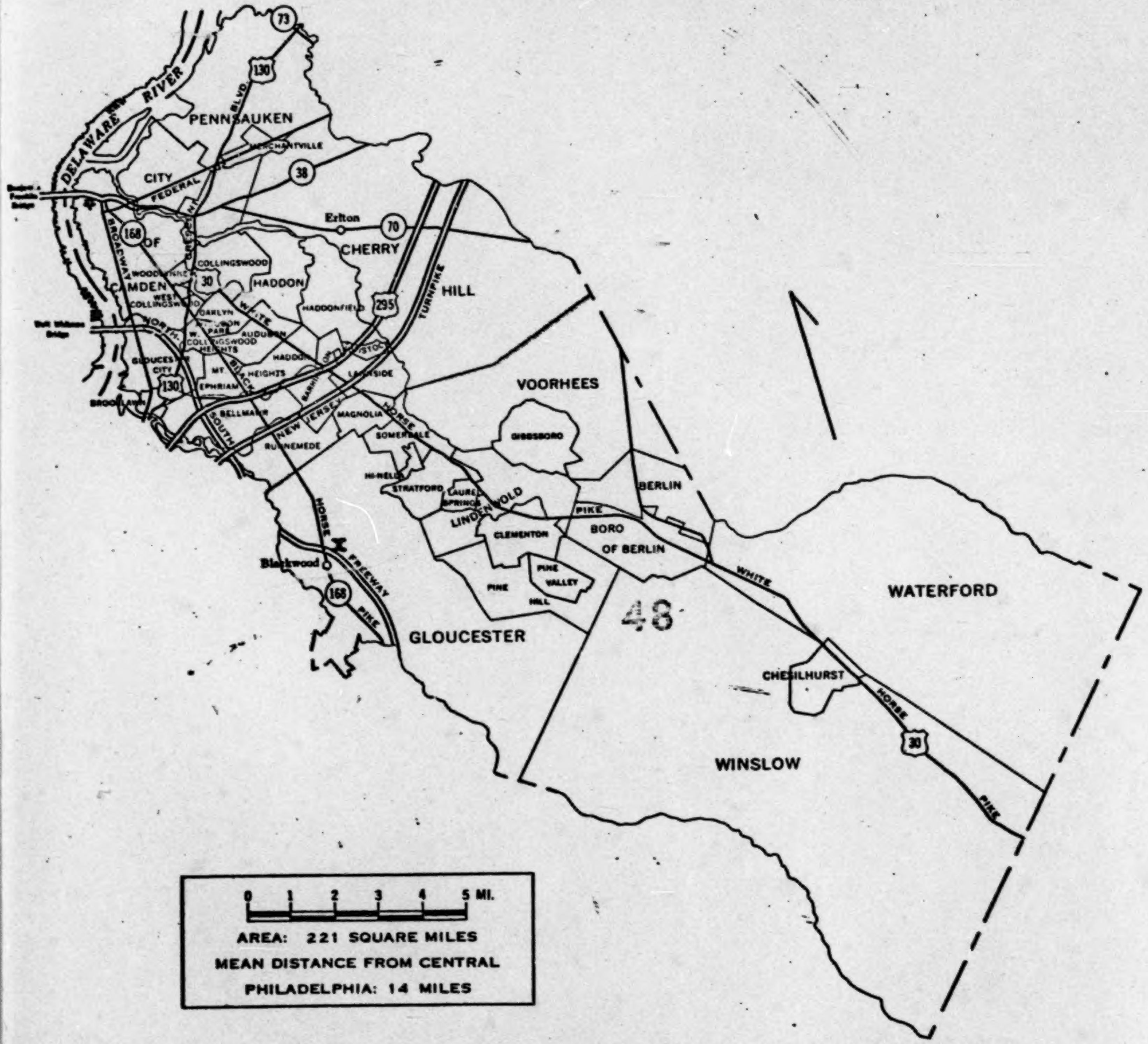
There are two institutions of higher education in Camden County with Educational Opportunity Fund programs for the educationally and economically deprived. They are the College of South Jersey (Rutgers) located in Camden at Fourth and Penn Streets, and Camden County College, twelve miles southeast of the city at Blackwood, New Jersey.

PROGRAMS FOR THE DISADVANTAGED AT CAMDEN COUNTY COLLEGE

Camden County College, since its opening in September 1967, has developed a number of effective programs aimed at reaching the disadvantaged youth of Camden County. Under the leadership of Walter L. Gordon, Director of Community Affairs, Camden County College has enjoyed a reputation for leadership in programs for reaching the youth of minorities. A Second Chance Program was started during the summer term of 1968. The College rapidly enlarged its program the following semester, entitling it The One-Hundred-Go-To-College Program. Subsequent programs were not given names because the college did not want the students to be labeled as disadvantaged; the goal was to integrate the students as rapidly as possible into the regular program of higher education.

In the fall of 1969 a new step was taken to reach the educationally handicapped in the inner city, with the establishment of a

CAMDEN COUNTY, NEW JERSEY


DELAWARE RIVER
73
130
BLVD.
PENNSAUKEN
MERCHANTVILLE
38
CITY
FEDERAL
OF
CAMDEN
168
BROADWAY
Erlton
70
CHERRY
HILL
COLLINGSWOOD
30
HADDON
WOODLYNNE
WEST COLLINGSWOOD
OAKLYN
HADDONFIELD
295
TURNPIKE
AUDUBON
AUDUBON PARK
W. COLLINGSWOOD HEIGHTS
GLOUCESTER CITY
MT. EPHRIAM
HEIGHTS
BROOKLAWN
BELLMAWR
RUNNEMEDE
NEW JERSEY
SOUTH
LAWNSIDE
MAGNOLIA
SOMERDALE
HORSE
VOORHEES
GIBBSBORO
HI-NELLA
STRATFORD
LAUREL SPRINGS
LINDENWOLD
CLEMENTON
BERLIN
PIKE
BORO OF BERLIN
PINE HILL
PINE VALLEY
Blackwood
FREEWAY
168
GLOUCESTER
48
WHITE
WATERFORD
CHESILHURST
HORSE
30
PIKE
WINSLOW
0 1 2 3 4 5 MI.
AREA: 221 SQUARE MILES
MEAN DISTANCE FROM CENTRAL
PHILADELPHIA: 14 MILES

x site of Camden County College
***** site of College of South Jersey (Rutgers)

Source: The Philadelphia Inquirer Market Analysis.

Center City campus. A New Careers Program was initiated during the first semester of its operation. The second semester brought an increase in the number of participants, when it was announced that youths nineteen years and older would be admitted into the college without high school diplomas.

The Second Chance Program

Twenty-nine persons enrolled in Camden County College's Second Chance Program. According to Mr. Gordon, most of these students had considered college an impossibility only a year before. The college offered remedial courses of six weeks' duration in English, mathematics and speech. Students completing this work were given openings in the fall program of studies without having to go through the regular admissions procedures encountered by other students.

The twenty-nine students that were enrolled varied in ages from nineteen to forty-one. Only four of the twenty-nine were male, probably because it was more difficult for men to quit their jobs and go to school than for women. Most of the women however had the financial assistance of the Department of Welfare, which provided them with baby sitters for their children. The expenses of the summer program were paid by the Educational Opportunity Fund. Those students that entered college in the fall were also given Educational Opportunity Fund scholarships.

The One-Hundred-Go-To-College Program

Camden County College's capable leadership laid the ground work for the fall program in which 106 students without diplomas registered for college under the One-Hundred-Go-To-College Program.

Their ages ranged from eighteen to fifty. The Educational Opportunity Fund paid all of their college expenses such as tuition, books, transportation and fees. Support money was obtained from other sources, such as Educational Opportunity Grants (federal); Federal Defense Educational Act Loans; Work-Study Funds, and New Jersey State Scholarship Programs. The program was unique to New Jersey, as Camden County College was the first institution of higher education offering a full-time course of instruction for high school dropouts.[1]

Most of the dropouts taking advantage of this program had reached the eleventh grade. They were given pre-college courses to prepare them for the General Educational Development Test, commonly called the G.E.D. Tutorial aid, counseling and library orientation were all a part of the program.

The Educational Opportunity Act defines "disadvantaged student" as anyone with a potential for college coming from a background of economic or educational need. The goal of the One-Hundred-Go-To-College Program was to bridge the gap between the high schools serving culturally deprived youth and the college.

The methods used by Mr. Gordon in his successful involvement of the Black Community of Camden were outlined in a report published by him and included the following:

Letters to ministers in the county.
Letters to principals and guidance counselors in the high schools of the county.
Articles in daily newspapers.
Radio spot announcements on KYW News Radio.
Letters sent out by the County Welfare Board to 2,800 people.

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[1] Frank J. Urban, "Our Commitment to Action" 100-Go-To-College, Fact or Fiction (Las Vegas, Nevada) April 1969, p. 6.

Good publicity was given the college by Second Chance students.[1]

Most of the students came from the city of Camden. Of the 106 participants, only nine came from outlying areas.[2] The ages of the students could be divided into four groups:

19	students less than 20 years of age
59	students between the ages of 20-30
22	students between the ages of 31-40
6	students between the ages of 41-50.

Academically, most of the students needed help in English. To provide this, tutoring centers were opened in Camden at the Bell Telephone Building, the Catholic Youth Center, and the Puerto Rican Center.

A variety of speakers were brought to campus to speak on urban and social affairs. Representatives from minority groups related success stories, with which each group could identify.

Part-time employment for many students was arranged by Mr. Carpenter, the guidance counselor, in business and industries in the area. A list of names of students needing help was given to the managers of local department stores and employment was provided for all who wanted jobs.

Tutorial programs were established on campus by day in English and at the city center by night in mathematics. The staff had regular meetings to provide advance planning as to the textbooks to be used with the disadvantaged student.[3] Because research groups had advised against the use of grades, the college decided not to give mid-term examinations, or mid-term grades. However, the students expressed dissatisfaction with the failure to receive grades and were, by their own request, graded at the end of the semester.

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[1] Walter L. Gordon, "Report to the President" March 1969.

[2] Barrington (1), Clementon (1), Cherry Hill (1), Lawnside (1), Lindenwold (1), Magnolia (1), Mt. Ephraim (1), Pennsauken (1), Somerdale (1), and Westmont (1).

[3] Gordon, "Report to the President," p. 2.

An evaluation of the semester's work by the students made it obvious that they needed to be re-grouped for the second semester. Students, professors and counselors participated in the evaluation for re-forming the groups. The newly formed groups were flexible and were subject to review at a later date so that further changes could be made. Those who showed the highest potential for academic work leading to a baccalaureate degree were placed in one group. The second group consisted of students whose goal would be a two year, Associate of Arts degree. The third group included those who had less potential and who needed a continuing education to gain better employment. For the last group evening classes were structured to meet their needs.[1] The number of students in each of the three groups was as follows:

18 in Group I
35 in Group II
23 in Group III

Of the 106 starting in the One-Hundred-Go-To-College Program, thirty dropped out during the first term and did not participate in the re-grouping.

Camden County College made pioneer efforts to get the Department of Higher Education to allow school dropouts to enter college without having taken the General Educational Development Test (G.E.D.), if they were able to do good work. This conditional acceptance allowed them to prove whether or not they were college material. All students completing the year were admitted to the regular college program in the fall of 1969.

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[1] *Ibid.*, p. 2.

Mr. Thomas Carpenter, the E.O.F. Program counselor, provided individual counseling sessions of thirty minutes' duration to each of the participants. During this first interview, academic and vocational goals were discussed along with various social, economic, health and educational problems confronting the student.[1]

Women made up the majority of the Educational Opportunity Fund participants. Most of the female students received welfare support. Fifty per cent of them had children growing up without the aid of a father in the home. Yet the women who participated in the program had the lowest attrition rate. Students receiving welfare assistance were less likely to drop out than the young single male student with less responsibility.

The problems confronting the students were almost overwhelming. The guidance counselor cooperated with the various agencies in the community in order to provide coordinated services to the students with families.

The Summer Program of 1969

During the summer of 1969 a second six-week program was operated on the campus of Camden County College for high school graduates whose grades were not good enough for entrance into regular college programs. Team teaching was used to upgrade the skill of students in English and reading. This program gave a boost to high school ~~graduates~~ who were ill-equipped to handle college subjects.

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[1] Thomas Carpenter, "Counseling Program for '100-Go-To-College'" (Blackwood, N.J.) February 17, 1969, p. 9.

The course in communications prepared the students to move as fast as possible into a fully accredited English program. At the end of the six-week period, the following results were obtained:

3 entered the regular English 101 Course
8 entered the four-period course in English
20 entered a six-period course in English
10 entered a pre-college English course (six of these were Puerto Ricans)
41 total participants in the 1969 summer program

Fellow students were used to check on absences. All forty-one participants entered college in the fall of 1969. The college enrollment soared past 3,000, with 1,900 full-time students and 1,200 part-time students. Students are able to carry a full-time program either day or night. During the second year 107 students received E.O.F. assistance at Camden County College. The composition of these 107 students was as follows:

5 from the Second Chance Program
50 from the One-Hundred-Go-To-College Program
11 from the Camden City Night Program
41 from the Summer Program of 1969
107 total participation paid by E.O.F.

The New Careers Program

The Camden County Office of Economic Opportunity signed a contract with Camden County College to provide more education for the employees of O.E.O. in Camden County. This program was set up in Camden with the college paying rental for space on the second floor of the bank at Broadway and Carman Streets. The location faces the Broadway Exit of the Lindenwold-Philadelphia Speed Line.

Currently, the Camden City campus is open from 9:00 A.M. to 12:00 noon on Monday and Wednesday, and from 9:00 A.M. to 4:30 P.M. on Tuesday and Thursday. Courses are offered in pre-college English, Freshman English 101; Sociology 101; Psychology 101; Minority

History, and Sociology 211. The Center City campus provides paraprofessionals from the Opportunities Industrialization Center, Camden Day Care Centers, the Office of Economic Opportunity, Head Start and other community action programs with opportunities to advance in their existing jobs by further training. The Office of Economic Opportunity at 500 Broadway screens all candidates.

Second semester courses started February 1970 with the following follow-up credits to all first-semester courses:

English 102
Sociology 102
Minority History 102
Psychology 211 (Child Psychology)
Sociology 201 (Family Sociology)

New students were added during the second semester. Mr. Gordon anticipates the Center will soon be open full-time and operate on a self-sustaining basis.

The Open Door Campus

Early in 1970 another program was started at Camden City branch of Camden County College. Anyone over nineteen years of age could enroll in college courses with or without a high school diploma. A total of forty-five students responded to the advertising campaign that was carried on in February. News was released through television, radio and newspapers to the effect that the New Jersey Office of Higher Education had granted institutions of higher education in New Jersey permission "...to enroll all students in college programs who have a high school diploma or its equivalent, or have attained the age of nineteen in the current college program."[1]

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[1] James Stewart, Courier Post, Photo Story, February 1, 1970.

Puerto Rican Participation

Camden County College was the first institution of higher education in Camden County to enroll Puerto Ricans under financial assistance programs paid for by the Educational Opportunity Fund. Six students were registered in the first year (1968), while none were registered at the College of South Jersey (Rutgers). In this sense Camden County College started well. However, it must be regretted that while this participation has been small, a majority of the Puerto Ricans have not continued in college because of personal problems. Only seven Puerto Ricans participated in the One-Hundred-Go-To-College Program. All but two dropped out before the year was finished. Three Puerto Ricans attended the Center City evening school for dropouts, and all dropped out! Nine Puerto Rican high school graduates participated in the program for under-achievers during the summer of 1969, but only two finished the program. This leaves the college with one Puerto Rican who registered through regular admissions procedures, out of a student body of 3,000 students.

Five Puerto Ricans continued in the second semester of the Camden City Evening Program. Why then is Puerto Rican participation in programs of higher education so small? The author believes the answer can be found only by looking at the complex picture presented in the inner city and the fate of the Puerto Rican child in city public schools. Chapters Three and Four will deal with these aspects in greater detail.

PROGRAMS FOR THE DISADVANTAGED AT THE COLLEGE OF SOUTH JERSEY

The Urban University

Rutgers - The State University, one of the oldest in the United States, was until recently committed to an admissions policy based on exclusion. As a result of the Newark riots and a wave of black power protests on campus, President Gross committed the college to a course of action responsive to minority needs. By this commitment, Rutgers has expanded its role in meeting the educational needs of New Jersey's students.

The Urban University was established by the Board of Governors to enable more students from the urban centers in which Rutgers is located (Camden, Newark and New Brunswick) to attend college. Students who had financial problems or educational deficiencies that formerly would have prevented them from entering college now have access to the University via the Urban University Department. Programs are provided to give compensatory courses and financial aid to the disadvantaged.

Any student who is a recent graduate of Camden High School, Woodrow Wilson High School, Camden Catholic High School, St. Joseph's Cathedral Academy or Camden Technical-Vocational School and is a resident of Camden is now eligible for the program if his financial needs meet the established guidelines.[1]

Each Urban University Department student has a program of study worked out to meet his individual needs. Each student takes at least one regular, college-credit course. Courses in the area of skill-development, such as mathematics, English and reading, and study skills are provided. Students move into a full load of college-credit courses as soon as performance in both skills-development and college courses indicates success.

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[1] Letter from "Rutgers Urban University Department" (Camden, N.J., November 11, 1969).

The Urban University provides funds for the payment of tuition and an allowance for books. If financial need is extreme, funds for commuting and living expenses may be applied for through the Financial Aid Office.

The rate of progress varies with each student. Most students who make regular progress will graduate in four and one half or five years. Some observers have asked, does this policy of inclusion mean that Rutgers has lowered its standards? The answer, frequently given, is that it is the faculty that makes the standards of a university, not the students.[1] Rutgers continues to provide a first-class educational facility for the people of South Jersey, but at the same time it has also expanded its services to include students who might, for economic reasons, be denied the opportunity of higher education. Instructors are not expected to alter their standards because of the presence of specially-admitted students in the university.[2]

As of April 1970, the Legislature has not earmarked additional money, and the Urban University Open Admissions Policy is in peril. Educational Opportunity Fund money is the only source of support available at the present time.

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[1] "The Urban University Program" (Camden, July 1, 1969).

[2] Stephen M. Poqust, Philadelphia Inquirer (Trenton Bureau, March 11, 1970).

Operation Talent Search

Operation Talent Search was started in the fall of 1969 with Armando Rodriguez as Director and Angelo Carrion as a counselor. Both are Puerto Ricans who have related well to the Puerto Rican community. They are the two recruiters who were responsible for getting twenty-one Puerto Ricans enrolled in the Urban University Program. Though beginning late, Rutgers made a sizable contribution to the jump in Puerto Rican students under E.O.F. from seventy-one during its first year of operation, to one hundred sixty-seven in 1969. Going to high schools they have found counselors sharing their concern to assist minority groups to attend institutions of higher education. Talent Search directed Puerto Ricans to other schools besides Rutgers, both in and outside the state of New Jersey. Talent Search aimed to help youth discover their potential, whether in vocational or other kinds of training.

The Director, Armando Rodriguez, soon discovered that the Puerto Rican has two walls of racism to overcome -- white racism on one hand and black racism on the other. Rodriguez resigned in August 1969 and returned to the Adult Basic Education Center where he formerly worked. Mr. Angelo Carrion is currently the Director of Operation Talent Search.

Puerto Ricans see the Camden residence requirement of the Urban University as a means of exclusion of Puerto Ricans from Vineland and from Puerto Rico who would like to attend Rutgers University. This applies as well to the restriction that participants of the Urban University be graduates of high schools within the city limits. This excludes any Puerto Rican emigrant who established residence in

Camden after graduation from high school.

The new tactics of the Puerto Rican to fight the restrictions that limit their opportunities in the Urban University were to organize the students of the University. These students recruit former friends by making contact with key persons in each grade in the various high schools. Thus former students from the high schools used old contacts and friendships as a means of getting more Puerto Ricans interested in college.

Puerto Rican Participation

The College of South Jersey has an enrollment of 1,600 full-time students and 3,000 part-time students. The Urban University Program which was started at the beginning of the 1969 academic year brought 176 students from Camden high schools, mostly blacks. Twenty-one of the 176 students were Puerto Ricans. Again, comparing 25 students to 4,600 full-and part-time students indicates that the Puerto Ricans participating represent a very small number.

The purpose of this research project was to study why Puerto Rican involvement was so small. To find the answer we went to the Puerto Rican community itself to see how many of its leaders had heard of the Educational Opportunity Fund and programs for higher education of the disadvantaged.

CHAPTER III

PUERTO RICAN COMMUNITY AWARENESS TO EDUCATIONAL OPPORTUNITY PROGRAMS FOR HIGHER EDUCATION

Twenty-five years have passed since the Campbell Soup Company first brought Puerto Ricans to Camden to work in the Front Street plant. During these twenty-five years, a large number of second-generation Puerto Ricans have obtained employment in many levels of both the city and state governments. Many of the Puerto Rican Power Elite, to borrow the C. Wright Mills phrase,[1] are children of the first families that arrived in 1945.

Oscar Lewis has written a monumental book on Puerto Ricans living in a "Culture of Poverty in San Juan and New York."[2] Puerto Rico has been under the control and influence of the United States since 1898. It became an "unincorporated territory" in 1901, and a commonwealth in 1952. Puerto Ricans have been American citizens since 1917. He wrote:

> "Of three and a half million Puerto Ricans, one million live in the United States and over 600,000 in New York City, where most of them live in poverty. They have a very low educational level (the lowest of any ethnic group in the city), a high incidence of mental disability and a relatively

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[1] C. Wright Mills, The Power Elite, Oxford University Press, Fair Lawn, N.J., 1956.

[2] Oscar Lewis, La Vida, Random House, Inc., New York, 1966.

> high rate of tuberculosis - conditions which refelct the poverty of their native land".[1]

Few of the Puerto Rican elite of Camden live in poverty. While none can be classified as rich, yet they are well established, fully integrated, middle class families.

THE PUERTO RICAN ELITE

Mario Rodriguez, formerly a Councilman of the City of Camden, was a candidate for mayor in the election of May, 1969. An Independent Democrat, he polled the second highest number of votes of any election in which three candidates were in the field. Mario was opposed by Joseph Nardi, the candidate of both the Republican and Democratic Parties on a fusion ballot, and by Tom Gramigna, another "machine" candidate who ran to split the vote. Mr. Gramigna is an employee of Joseph Nardi in the new city administration. Rodriguez would have won the election if it had not been a three-way vote, but Tom Gramigna successfully drew away some of the protest vote (from Mario) of voters who were not aware of the behind-the-scenes political plays. Mario, a practicing Catholic, gathered a group of loyal friends and members of the family into a hard-working volunteer organization. As the first Puerto Rican to run for mayor, he made a strong race. A year after the election, he thoughtfully reflected:

> "The people were not ready for another reform candidate. The failure of the previous mayor, who was also an independent Democrat, to fulfill the hopes and aspirations of the people, made it difficult to get them interested in backing another crusade."[2]

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[1] *Ibid.*, p. xi.

[2] Mario Rodriguez, in his home, March 30, 1970.

Another important element of the elite in Camden County is the Regional Office of the Department of Migration of the Government of Puerto Rico. The Commonwealth maintains an office at 333 Arch Street, which serves as a kind of "consular office" representing the Bureau of Labor. It is concerned with Puerto Rican migrant workers in four states including New Jersey, Pennsylvania, Delaware, and Maryland. The officers and employees of the Commonwealth of Puerto Rico are not under Civil Service. The Regional Office maintains six programs concerned with (1) employment; (2) agricuture; (3) social services; (4) community organization; (5) education; and (6) public relations.

The Commonwealth Regional Office under the Department of Migration operates under a handicap, however, because many Puerto Ricans look upon it as a farm labor office. Its connection with the Bureau of Labor and its concern for farm workers and their work contracts in the four-state area requires that several of its staff devote full time to farm-labor concerns.

Forty-two persons of the Puerto Rican elite were interviewed and given an opportunity to check the answers on the questionnaire as to their knowledge of the programs for equal opportunity at Rutgers South Jersey and Camden County College.[1]

The Puerto Rican elite is, by an large, knowledeable about what is going on in their community. They knew more about Rutgers University and its programs for the disadvantaged than they did about Camden County College. Roughly twice as many had visited Rutgers

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[1] Appendix I.

TABLE I

THE PUERTO RICAN ELITE OF CAMDEN COUNTY

- Staff at the Regional Office, Commonwealth of Puerto Rico:
  - Rafael Munoz, Regional Director
  - Julio C. Falcon, Assistant Regional Director
  - Luis Delgado, Supervisor of the Regional Office
  - Godeofredo Janer, Migration Specialist
  - Raul Rivera, Secretary for Regional Office
  - Carmen Fernandiz, Secretary at the Regional Office
- Employees of the State of New Jersey:
  - Diego Castellanos, Department of Higher Education, Trenton
  - Armando Medina, Department of Higher Education, Trenton
  - Hector Rodriguez, Department of Community Affairs, Trenton
  - Ismael Rodriguez, State Highway Department, Camden
  - Lydia Sanchez, Department of Employment Security, Camden
  - Hilda Negron, Department of Employment Security, Camden
- Employees of Camden County:
  - Mario Rodriguez, Camden County Parks Commissioner, Collingswood
  - Francisco Diaz, Camden County Office of Economic Opportunity, Camden
- Employee of the Delaware Port Authority:
  - Jacob Cruz, Delaware Port Authority, Camden
- Employees of the City of Camden;
  - Wilfredo Feliciano, Code Enforcement Office, Camden
  - Rosalina Pastoriza, Health Department, City of Camden
  - Clem Queiroz, Vice Commander and Sergeant Detective
  - Orlando Rodriguez, Bureau of Communications, Police Department
  - Michael Gonzales, Juvenile Bureau, Police Department
  - Jose Rivera, Patrolman, Police Department
- Involved in Education:
  - Luis Rodriguez, Member of the Board of Education, Camden
  - Aggie Cintron, Teacher, Cooper's Poynt School
  - Dr. Luis De La Cuesta, Director, ABE Learning Center
  - Armando Rodriguez, Professor, ABE Learning Center
  - Jose Rivera, Community Worker, ABE Learning Center
  - Rev. Jose Rios, Counselor, Opportunities Industrialization Center
  - Maria Cortes, Counselor, Evening School, O.I.C.
  - Edgardo Cortes, Recruiter, Evening School, O.I.C.
- Medicine:
  - Dr. Fausto Bastidas, M.D., Baird Boulevard, Camden
  - Dr. Juan Sosa, Penn Street, Camden
  - Mrs. Mary Jan Snyder, Nurse, Lady of Lourdes Hospital
- Law:
  - Joseph Rodriguez, Brown, Connery, Kulp and Willy
- Industry:
  - Robert Rodriguez, Manager, R.C.A. Service Company, Gloucester
  - Luis Quinones,
- Labor Unions:
  - Victor Lopez, Campbell Soup Union Leader
  - Jorge Melendez, Campbell Soup Union Member

Mass Media:
  Ricardo Munoz, WCAM and Channel 17
  Diego Castellanos, Staff Writer, Camden Courier-Post
Housing:
  Jesus Rodriguez, MIRA
Insurance:
  Nelson Montes

than had visited Camden County College. There was a great deal of uncertainty among them as to whether there was any local Puerto Rican organization giving scholarship aid to Puerto Rican youth. A few mentioned efforts in years past to start such a fund through dances, banquets and parades. But none of these efforts produced sufficient profits to be of any monetary value to Puerto Rican youth needing financial help. While a few seemed to think that there was a Puerto Rican organization helping to promote college aspirations in the high schools, none knew of any specific effort in Camden. Some mentioned ASPIRA, a national organization with headquarters in New York, which has chapters in various parts of the country. The nearest ASPIRA office to Camden is located in Philadelphia, but has more than it can do with the 35,000 Puerto Ricans resident there.

The Equal Opportunity Fund was relatively well known. This is because of the dynamic leadership of Armando Medina in the Camden area. Most of the Puerto Rican elite know Armando.

At least a dozen of the Puerto Rican elite were not available for interviews. Survey forms were left at their homes with their wives with instructions for filling out and mailing them. Nine of these never responded even though three visits were made to personally collect the forms. Independence and lack of cooperation has traditionally handicapped the Puerto Rican elite from effectively cooperating on behalf of the community.

TABLE 2

THE AWARENESS OF THE PUERTO RICAN ELITE
(based on 42 interviews)

	Affirmative	Negative
A. TO THE PROGRAMS FOR THE DISADVANTAGED AT RUTGERS UNIVERSITY:		
1. Persons who had visited the campus.	31	11
2. Persons who knew Puerto Rican students attending Rutgers University.	29	13
3. Persons who had heard of the Urban University.	22	20
4. Persons who had heard of Operation Talent Search.	17	25
B. TO THE PROGRAMS FOR THE DISADVANTAGED AT CAMDEN COUNTY COLLEGE:		
1. Persons who had visited the campus at Blackwood.	17	25
2. Persons who knew Puerto Rican students attending the Blackwood campus.	18	24
3. Persons who had visited the Camden Center City Campus.	17	25
4. Persons who knew Puerto Rican students attending the Center City Campus.	12	30
5. Persons who had heard of the Second Chance Program of 1968.	11	31
6. Persons who had heard of the 100-Go-To-College Program of Fall of 1968.	10	32
7. Persons who had heard of the Summer Program of 1969.	11	31
8. Persons who had heard of the Open Door Program at Center City.	11	31
C. TO THE EDUCATIONAL OPPORTUNITY FUND OF THE STATE OF NEW JERSEY:		
1. Persons who had heard of the Educational Opportunity Fund.	27	15
2. Persons who knew that state aid was available in some form or other.	29	13
D. TO PUERTO RICAN YOUTH WITH COLLEGE INTENTIONS:		
1. Persons who knew of Puerto Rican organization giving scholarship aid to youth.	9	33
2. Persons who knew of Puerto Rican organization giving programs in schools to encourage youth to aspire to college.	9	33
3. Persons who knew of Puerto Rican youth who would go to college if given financial aid.	25	17
4. Persons who had encouraged youth outside their own family to go to college.	33	9

PUERTO RICAN CHURCHES

It would be expected that the most interested person in the community in assisting youth to go to college would be the pastor of Spanish-speaking congregations. Such is the case among the Roman Catholic clergy. One hundred per cent of the Roman Catholic clergy were aware of opportunities for higher education and were in the vanguard encouraging Puerto Rican youth to use any opportunities for further study. The involvement of the Roman Catholic clergy in education is the reason why the Roman Catholic clergy was more informed of educational opportunities. For example, the Holy Name Parochial School has an enrollment of 375 Puerto Ricans, which accounts for eighty per cent of their enrollment.

TABLE 3

SPANISH-SPEAKING CLERGY

Rev. Fernando Gracia, Asamblea de Dios, 2701 Hayes Street
Rev. Armando Rodriguez, Iglesia Bautista, 814 North Fourth Street
Rev. Eliecer Rodriguez, Iglesia Bautista, 608 North Fourth Street
Rev. Robert Smith, Iglesia Metodista, Sixth and State Streets
Rev. Jose Rios, Iglesia Luterana, Stevens Street
Rev. Christopher Cordero, Iglesia Pentecostal, 444 North Eighth Street
Rev. Manuel Colon, Iglesia de Dios Pentecostal, 629 Elm Street
Rev. Juanita Martinez, Defensores de La Fe, 901 South Fourth Street
Rev. Jose Garcia, Iglesia Adventista, 611 South Third Street
Rev. Juan Soto, Iglesia Cristiana Pentecostal, 733 State Street
Rev. Carmelo Lugo, Casa de Jehova, 636 York Street
Rev. Antonio Vega, Iglesia de Dios del Septimo Dia, Seventh and York Streets
Hermano Toribio Amaro, Salon Del Reino, 1464 South Ninth Street
Father Leonard Carrier, Lady of Fatima, 413 Benson Street
Father Roque Longo, Holy Name Church, Fifth and Vine Streets
Brother Philip, El Centro Hispano, Neighborhood Apostolate, 834 Broadway

The Protestant clergy was not well-informed of educational opportunities. Only one Protestant clergyman was aware of programs for higher education and the Educational Opportunity Fund. He was the

TABLE 4

THE AWARENESS OF SPANISH-SPEAKING CLERGY
(based on 16 interviews)

	Affirmative	Negative
A. TO PROGRAMS FOR THE DISADVANTAGED AT RUTGERS UNIVERSITY:		
1. Pastors who had visited the campus.	6	10
2. Pastors who knew Puerto Rican students attending Rutgers University.	6	10
3. Pastors who had heard of the Urban University.	3 (Catholic)	13
4. Pastors who had heard of Operation Talent Search.	3 Catholic	13
B. TO PROGRAMS FOR THE DISADVANTAGED AT CAMDEN COUNTY COLLEGE:		
1. Pastors who had visited the campus at Blackwood.	3 Catholic	13
2. Pastors who knew Puerto Rican students attending the Blackwood campus.	3 Catholic	13
3. Pastors who had visited the Camden Center City Campus.	2	14
4. Pastors who knew Puerto Rican students attending the Center City Campus.	1	15
5. Pastors who had heard of the Second Chance Program of 1968.	0	15
6. Pastors who had heard of the 100-Go-To-College Program of Fall of 1968.	0	15
7. Pastors who had heard of the Summer Program of 1969.	0	15
8. Pastors who had heard of the Open Door Program at Center City.	0	15
C. TO THE EDUCATIONAL OPPORTUNITY FUND OF THE STATE OF NEW JERSEY:		
1. Pastors who had heard of the Educational Opportunity Fund.	6	10
2. Pastors who knew that state aid was available in some form or other.	6	10
D. TO PUERTO RICAN YOUTH WITH COLLEGE INTENTIONS:		
1. Pastors who knew of Puerto Rican organization giving scholarship aid to youth.	1	15
2. Pastors who knew of Puerto Rican organization giving programs in schools to encourage youth to aspire to college.	2	14
3. Pastors who had encouraged youth outside their own family to go to college.	16	0
4. Pastors who knew of Puerto Rican youth who would go to college if given financial aid.	4	12

only full-time pastor completely supported by a Puerto Rican congregation. The rest of the Protestant pastors have to supplement their support either by working, or by contributions of white congregations.

Camden County College was totally unknown to the Protestant clergy working with Puerto Ricans. The lack of Spanish-speaking personnel on the staff of Camden County College accounts for this lack of information, not only among clergymen, but among Puerto Rican store-owners, Social Clubs and the community in general.

PUERTO RICAN SOCIAL CLUBS

First impressions regarding Puerto Rican Social Clubs are that they are for the purpose of providing the community with constructive social services and opportunities for personal and social development. Such thoughts quickly disappear after gaining entrance to a Puerto Rican Social Club. The clubs have solid doors, with peep holes so the "bouncer" can see if the person at the door is a member or not. Entrance is extremely difficult unless one has friends in the club. The harsh reality is that Puerto Rican Social Clubs are little more than drinking clubs. Many are privately owned and are for the private profit of the owner. On entering a club one gets the feeling of entering a "speakeasy joint of the Twenties" or a place that is surreptitiously run, selling drinks without a license.

On gaining admission, one finds that the typical warmness and friendliness of the Puerto Rican quickly reveals itself. In every case the person making the survey found an expression of cordiality in being offered a free drink, and an invitation to return. The person who is able to communicate with the Puerto Rican in his own language finds easy access to his home, club, church and friendship. Language is the key to acceptance.

TABLE 5

PUERTO RICAN SOCIAL CLUBS

Club Santa Isabel, 416 Benson Street
  Casto Marcano, President
Hijos del Encanto Social Club, Fourth and York Streets
  Victor P. Pena, President
Club Social Ponce de Leon, 915 North Fifth Street
  Angel Soldevilla, President
Hijos del Rio Grande, 643 North Ninth Street
  Ismael Cabrera, President
Puerto Rican Democratic Club, 601 North Third Street
  Jose Angel Ocasio, President
Spanish Civic Social Club, 810 Broadway
  Tony Rodriguez, President
Club John F. Kennedy, Fifth and Washington Streets

The results of taking a survey among the presidents of the Puerto Rican Social Clubs was not very encouraging. Only one had heard of the programs for the disadvantaged at Rutgers University and Camden County College, and that was because his daughter had participated in the Summer Program of 1969 at Camden County College, and then entered the Urban University Program at Rutgers University in the fall of 1969. She had to drop out of school at the end of the semester because of pregnancy. This same man who knew of programs to assist Puerto Ricans, however, did not know anything about the Educational Opportunity Fund or state financial aid programs for students. This was because like many step-fathers, he did not contribute to his daughter's support and such financial concerns were the burden of the wife.

TABLE 6

THE AWARENESS OF THE PRESIDENTS OF SOCIAL CLUBS
(based on 7 interviews)

	Affirmative	Negative
A. TO THE PROGRAMS FOR THE DISADVANTAGED AT RUTGERS UNIVERSITY:		
1. Presidents who had visited the campus.	3	4
2. Presidents who knew Puerto Rican students attending Rutgers University.	3	4
3. Presidents who had heard of the Urban University.	2	5
4. Presidents who had heard of Operation Talent Search.	1 (same)	6
B. TO THE PROGRAMS FOR THE DISADVANTAGED AT CAMDEN COUNTY COLLEGE:		
1. Presidents who had visited the campus at Blackwood.	1 (same)	6
2. Presidents who knew Puerto Rican students attending the Blackwood campus.	1 (same)	6
3. Presidents who had visited the Camden Center City Campus.	1 (same)	6
4. Presidents who knew Puerto Rican students attending the Center City Campus.	2	5
5. Presidents who had heard of the Second Chance Program of 1968.	1 (same)	6
6. Presidents who had heard of the 100-Go-To-College Program of Fall of 1968.	1 (same)	6
7. Presidents who had heard of the Summer Program of 1969.	1 (same)	6
8. Presidents who had heard of the Open Door Program at Center City.	1 (same)	6
C. TO THE EDUCATIONAL OPPORTUNITY FUND OF THE STATE OF NEW JERSEY:		
1. Presidents who had heard of the Educational Opportunity Fund.	2	5
2. Presidents who knew that state aid was available in some form or other.	2	5
D. TO PUERTO RICAN YOUTH WITH COLLEGE INTENTIONS:		
1. Presidents who knew of Puerto Rican organization giving scholarship aid to youth.	1	6
2. Presidents who knew of Puerto Rican organization giving programs in schools to encourage youth to aspire to college.	2	5
3. Presidents who had encouraged youth outside their own family to go to college.	2	5
4. Presidents who knew of Puerto Rican youth who would go to college if given financial aid.	1	6

PUERTO RICAN BUSINESSMEN

Puerto Rican Businessmen are not known for being community-minded. Money and business is apparently their only concern. They work long hours, and rarely leave the premises. It was difficult to take the survey among the businessmen, first, because they were busy with customers, and second, unless one bought something they were not likely going to ask any questions. However, it was necessary to wait as long as a half an hour before being able to complete the interview because of the press of business.

Puerto Rican businessmen are forced to price their products above those of other stores because of competition. They cannot compete with American food chains. Many Puerto Rican businessmen extend credits to welfare women and charge still higher prices than those listed on their shelves as interest payment for the loan. Puerto Rican store owners offer products not available in other stores. Some Puerto Rican businessmen distruct banks and carry large sums of money in their pockets. They do business in cash, whether it may be buying or selling homes, real estate, cars, or any other deal that is profitable.

The Puerto Rican businessman is generally successful. He knows how to get his money back from those to whom he extends credit. Although all stores have signs indicating the he does not extend credit because it leads to bankruptcy, these signs are for the benefit of Americans who do business with his store. There are not many black-owned stores in North Camden, and this accounts for the large number of black customers doing business in Puerto Rican stores.

A profitable sideline for some restaurants is the numbers

TABLE 8

THE AWARENESS OF PUERTO RICAN BUSINESSMEN
(based on 15 interviews)

	Affirmative	Negative
A. TO THE PROGRAMS FOR THE DISADVANTAGED AT RUTGERS UNIVERSITY:		
1. Businessmen who had visited the campus.	7	8
2. Businessmen who knew Puerto Rican students attending Rutgers University.	6	9
3. Businessmen who had heard of the Urban University.	3	12
4. Businessmen who had heard of Operation Talent Search.	1	14
B. TO THE PROGRAMS FOR THE DISADVANTAGED AT CAMDEN COUNTY COLLEGE:		
1. Businessmen who had visited the campus at Blackwood.	2	13
2. Businessmen who knew Puerto Rican students attending the Blackwood campus.	3	12
3. Businessmen who had visited the Camden Center City Campus.	3	12
4. Businessmen who knew Puerto Rican students attending the Center City Campus.	1	14
5. Businessmen who had heard of the Second Chance Program of 1968.	0	15
6. Businessmen who had heard of the 100-Go-To-College Program of Fall of 1968.	0	15
7. Businessmen who had heard of the Summer Program of 1969.	0	15
8. Businessmen who had heard of the Open Door Program at Center City.	0	15
C. TO THE EDUCATIONAL OPPORTUNITY FUND OF THE STATE OF NEW JERSEY:		
1. Businessmen who had heard of the Educational Opportunity Fund.	7	8
2. Businessmen who knew that state aid was available in some form or other.	6	9
D. TO PUERTO RICAN YOUTH WITH COLLEGE ASPIRATIONS:		
1. Businessmen who knew of Puerto Rican organization giving scholarship aid to youth.	1	14
2. Businessmen who knew of Puerto Rican organization giving programs in schools to encourage youth to aspire to college.	2	13
3. Businessmen who had encouraged youth outside their own family to go to college.	8	7
4. Businessmen who knew of Puerto Rican youth who would go to college if financial aid were given.	5	10

racket or the unlicensed sale of beer. Two or three stores (not on this list) have a reputation for the sale of drugs. Camden police rarely press charges against Puerto Rican operators of illegal sale of alcohol. Neither does the Liquor Control Commission concern itself with illegal sale to minors.

TABLE 7

PUERTO RICAN BUSINESSMEN

Comercio Hispano, 547 South Fourth Street
Pena's Laundry, Fourth and Bailey Streets
Julio's Restaurant, 445 South Fourth Street
La Cocora, Fourth and Berkley Streets
Cintron's Restaurant, Second and York Streets
Cardona's Grocery, Eighth and York Streets
Cardona's Luncheonette, Eighth and York Streets
Carmen's Clothing Store, 618 North Sixth Street
Pepino's Food Market, Seventh and Vine Streets
Roman's Store, 345 Spruce Street
La Nueva Borinquen, 600 North Sixth Street
Las Tres Palmas, Sixth and Grant Streets
Spanish American Cleaners, Royden and Fourth Streets

When the owner of the store saw literature about the Educational Opportunity Fund in his own language, he immediately became very interested. Almost without exception, he apologized for not knowing more about the opportunities available for higher education, but he made it clear that he would be happy to distribute information about E.O.F. over the counter to his customers. Many said that they rarely had time to participate in activities outside the store.

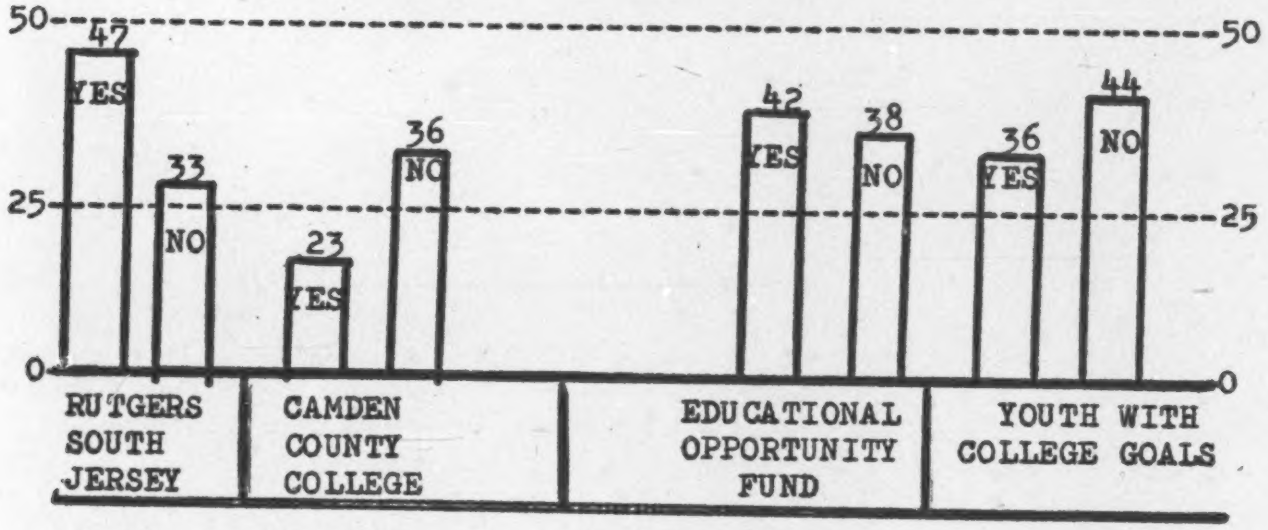
The Results of the Survey

The most valuable result of the survey of community awareness to programs of higher education for the disadvantaged was that everyone contacted were given folders about E.O.F. and knew (many for the first time) about E.O.F. Likewise the programs of both Rutgers South

Jersey and Camden County College were explained. If someone didn't know where Camden County College was an explanation was given as to the location of the college in relation to Blackwood and the North-South Freeway. Nearly all interviewed in the community survey expressed a desire for more literature to help spread the good news that financial aid is available for Puerto Rican youth.

TABLE 9

THE RESULTS OF THE SURVEY
(based on 80 interviews)



(1) Rutgers South Jersey had the advantage over Camden County College by virtue of its physical presence in Camden, especially since completing an extensive building program that makes its campus much more visible than when in old brownstone buildings. Camden County College is not yet as well known, but could become better known if the physical presence of the Center City Campus was better advertised. The work of Angelo Carrion shows the value of having a Spanish-speaking community worker on the staff of any college committed to reaching disadvantaged Puerto Ricans. The impact of the Puerto Rican Cultural Festival on the campus, April 10-11

TABLE 10

A SUMMARY OF THE AWARENESS OF THE TOTAL PUERTO RICAN COMMUNITY

(based on a total of 80 interviews)
42 elite 15 businessmen
16 clergy 7 social clubs

	Affirmative	Negative
A. TO PROGRAMS FOR THE DISADVANTAGED AT RUTGERS UNIVERSITY:		
1. Persons who had visited the campus.	47	33
2. Persons who knew Puerto Rican students attending Rutgers University.	44	36
3. Persons who had heard of the Urban University.	30	50
4. Persons who had heard of Operation Talent Search.	22	58
B. TO PROGRAMS FOR THE DISADVANTAGED AT CAMDEN COUNTY COLLEGE:		
1. Persons who had visited the campus at Blackwood.	23	57
2. Persons who knew Puerto Rican students attending the Blackwood campus.	24	56
3. Persons who had visited the Camden Center City Campus.	23	57
4. Persons who knew Puerto Rican students attending the Center City Campus.	14	66
5. Persons who had heard of the Second Chance Program of 1968.	12	68
6. Persons who had heard of the 100-Go-To-College Program of Fall of 1968.	11	69
7. Persons who had heard of the Summer Program of 1969.	12	68
8. Persons who had heard of the Open Door Program at Center City.	12	68
C. TO THE EDUCATIONAL OPPORTUNITY FUND OF THE STATE OF NEW JERSEY:		
1. Persons who had heard of the Educational Opportunity Fund.	42	38
2. Persons who knew that state aid was available in some form or other.	43	37
D. TO PUERTO RICAN YOUTH WITH COLLEGE INTENTIONS:		
1. Persons who knew of Puerto Rican organization giving scholarship aid to youth.	12	68
2. Persons who knew of Puerto Rican organization giving programs in schools to encourage youth to aspire to college.	15	65
3. Persons who had encouraged youth outside their own family to go to college.	58	21
4. Persons who knew of Puerto Rican youth who would go to college if given financial aid.	36	44

1970 cannot be overlooked. The Association of Puerto Rican Students of the University of Rutgers sponsored the two-day Festival of Arts, which included Puerto Rican Folk Music one night, and an Art Exhibition by the well-known Puerto Rican Artist, Gerardo Suarez. Both of these programs were held at the University Center at 4th and Penn Streets and attracted a total of 600 persons.

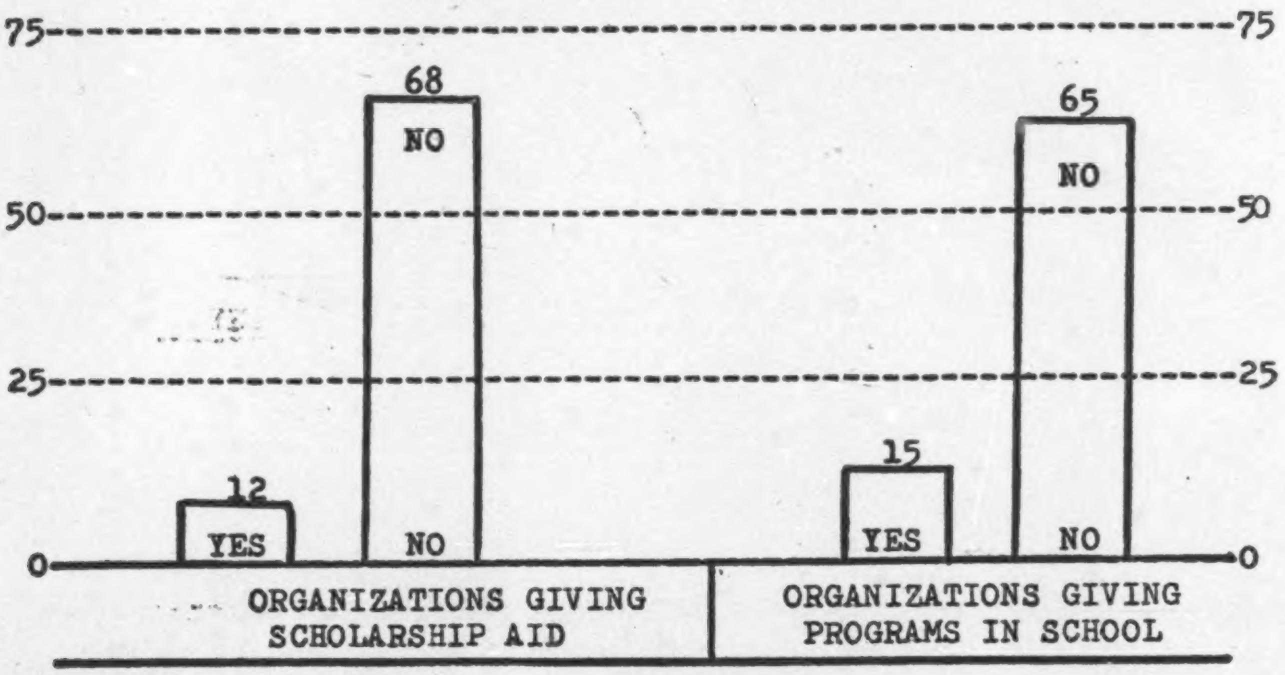
(2) Camden County College did well among the Puerto Rican elite, but poorly with the rest of the community (clergymen, clubs, and businessmen). An open house at the Camden Center City Campus would provide an opportunity for the Puerto Rican community to visit the center and learn of the programs sponsored by Camden County College. Mr. Walter Gordon needs the assistance of a Spanish-speaking aide on his staff.

(3) Few in the Puerto Rican community knew youth with college aspirations. Only 35 youths were known to have college goals. The Educational Opportunity Fund was better known, with 42 out of 80 affirmative responses. This indicates that more must be done to reach youth at an early age in order to challenge them with college goals. This would not appear to be the function of E.O.F., but rather of the schools, the Puerto Rican community, and the family. Nevertheless, it would be well for the Educational Opportunity Fund to publish sufficient quantities of literature so as to be able to distribute pamphlets to every secondary school student in the state, as well as make annual mailings to Puerto Rican clubs, stores, churches and other organizations for distribution.

Why was there so little awareness among the Puerto Rican community to the aspirations of their own youth? The answer to this question can be found in the nature of the persons interviewed -- the majority were too busy to know or even communicate with youth about their goals and aspirations. The lack of organization by which the Puerto Rican leaders could challenge youth was in itself an indication of both a lack of interest and a lack of knowledge of youthful ambitions. The few Puerto Ricans who knew of any organization trying to reach youth in school mentioned ASPIRA, an organization with headquarters in New York City and a branch chapter in Philadelphia. ASPIRA does not have a chapter in Camden County. The Puerto Rican community lacks organization and unity. Previous attempts to provide scholarship help have failed because of inadequate cooperation among the leaders and the poverty of the community. It is clear that as individuals, Armando Medina, Diego Castellanos, and Angelo Carrion have accomplished a great deal. But they need the support and cooperation of the whole Puerto Rican community.

TABLE 11

PUERTO RICAN PROGRAMS FOR YOUTH



The Puerto Rican elite and community as a whole have not done anything to keep or encourage youth to stay in school or go to college. Cooperation is the greatest single need in the Puerto Rican community. Too much independence and individualism among the leaders hurts the community. Since the Puerto Rican community was unaware of the college goals of youth, it will be necessary to look at the Puerto Rican youth and make a survey of their college intentions. To do this we went to the three schools with the largest number of Puerto Rican Secondary Students and carried out a survey among 175 Puerto Rican youth,[1] and this is the subject of our next chapter.

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[1] Appendix II, Survey of College Intentions of Puerto Rican Secondary Students in Camden's Public Schools.

CHAPTER IV

THE AWARENESS OF PUERTO RICAN SECONDARY STUDENTS TO HIGHER EDUCATIONAL OPPORTUNITIES

Relatively few Puerto Ricans of high school age were aware of opportunities for higher education in Camden County. One reason has been that a majority of students dropped out of school before high school. It will therefore be necessary to increase the number entering high school, before any significant increase can be expected in the number of Puerto Ricans going to college.

Only 194 Puerto Rican students attended Camden's two High Schools during the 1969-70 school year. This represents a substantial drop when compared to the 430 registered in Camden's two Junior High Schools and Middle Schools.

TABLE 1

PUERTO RICAN SECONDARY SCHOOL ENROLLMENT

School	Address	1967-68	1968-69	1969-70
Woodrow Wilson High	(31st and Federal Sts)	76	88	111
Camden High School	(Baird Ave at Park)	69	91	83
Pyne Poynt Junior High	(7th and Erie Streets)	223	316	327
		368	495	521

The bulk of the 2,700 Puerto Ricans enrolled in Camden's Schools were enrolled in elementary schools: 2,325 in public schools, and 375 in parochial schools.

The Survey of College Intentions[2] was distributed to slightly

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[1] See Appendix III

more than 500 Puerto Ricans enrolled in the above three public schools. At each school the Chairman of the Guidance Department took charge of the survey. At Woodrow Wilson, Mr. Holton Hackett; at Camden High School, Mrs. Jessie Miller; and at Pyne Poynt Junior High School, Mr. Charles Gibson directed the survey.

The procedure used was to ask the homeroom teachers to make the survey. They were responsible for collecting and returning the forms to the guidance offices. Of 500 survey forms distributed, 175 were returned. The number of students receiving the questionaire in each group was as follows:

TABLE 2

DISTRIBUTION OF SURVEY BY GRADES

Grade 12	36	Grade 9	103
Grade 11	66	Grade 8	106
Grade 10	51	Grade 7	85

total 447 students

Three other Secondary Schools in Camden have Puerto Ricans enrolled; Veterans Memorial Junior High School with 48; the Davis Middle School has 38; and Hatch Middle School with 17; or a total of 103 Puerto Rican students. The survey was limited to the three secondary schools with the largest Puerto Rican student bodies. Also, the schools not surveyed are not located in economically deprived neighborhoods. While Wilson High School and Camden High School are not located in poor neighborhoods, the bulk of their student bodies came from North and South Camden respectively.

While there has been a drop in the Puerto Rican enrollment at Pyne Poynt Junior High, Woodrow Wilson High School and Camden High School, the Puerto Rican enrollment in East Camden has increased. This will be noted again in chapter V.

Mr. Holton Hackett, Department Chairman at Woodrow Wilson High School passed out the survey forms to homeroom teachers. The principal, Mr. Thomas R. Bristow, cooperated in an attempt to get a good response by emphasizing the need for getting the survey to the teachers in the regular teacher's meeting.

At Camden High School, Mrs. Jessie Miller took charge of the survey, which she indicated was entirely voluntary on the part of the pupil. Since no official encouragement was given to get more forms back, only 25 surveys were completed at Camden High School.

The survey at Pyne Poynt Junior High School was initially conducted by Miss Lucy Cabrera, a ninth grade student, when Mr. James W. Bryant refused to cooperate in the survey. Miss Cabrera was able to get 25 Puerto Rican classmates and friends in the eight and ninth grades to fill out the questionaire. When it became obvious that official sanction would be needed to be able to get sufficient replies to make a meaningful study, a formal request was made to Dr. Charles Smerin, the Superintendent of Schools. After his approval was given an additional 50 surveys were conducted by the Guidance Department.

The majority of the students participating in the survey live near the campus of Rutger's College of South Jersey. All were young people from 7th to 12th grades, whose futures could be changed by an awareness of the opportunities for higher education in Camden County. A majority live in North and South Camden in areas that are economically, socially and educationally disadvantaged. At Wilson

THE AWARENESS OF PUERTO RICAN SECONDARY STUDENTS AT WOODROW WILSON HIGH SCHOOL

(based on 75 surveys)

A. TO PROGRAMS FOR THE DISADVANTAGED AT RUTGERS SOUTH JERSEY:

	Affirmative	Negative
1. Students who visited the campus of Rutgers South Jersey.	27	46
2. Students with Puerto Rican friends attendin Rutgers South Jersey.	32	40
3. Students who had heard of the Urban University at Rutgers South Jersey.	19	33
4. Students who had heard of Operation Talent Search	17	34
B. TO PROGRAMS FOR THE DISADVANTAGED AT CAMDEN COUNTY COLLEGE:		
1. Students who visited the campus of Camden County College at Blackwood.	9	63
2. Students with Puerto Rican friends attendin the Blackwood Campus of Camden County.	12	48
3. Students who visited the Center City Campus at Carman and Broadway Streets.	12	59
4. Students with Puerto Rican friends attending the Center City Campus.	12	59
5. Students who had heard of the Second Chance Program of Summer 1968.	10	60
6. Students who had heard of the 100 Go-To-College Program of Fall 1968.	7	62
7. Students who had heard of the Summer Program of 1969.	15	55
8. Students who had heard of the Open Door College at Center City Campus.	7	64
C. TO EDUCATIONAL OPPORTUNITY FUND PROGRAMS:		
1. Students who had heard of the Educational Opportunity Fund.	30	43
2. Students who knew that State aid was available to help them go to college.	43	29
3. Students who knew of any Puerto Rican organization giving scholarship aid.	35	37
4. Students who knew of Puerto Rican friends who would go to college if money was available.	36	37
D. TO THEIR OWN COLLEGE GOALS:		
1. Students who had been encouraged by somebody to go to college.	30	23
2. Students whose school counselors had given encouragement to go to college.	31	39
3. Students whose parents want them to go to college.	47	18
4. Students who want to go to college if money were available.	44	27

High School 75 students out of 111 completed the questionaire. At Camden High only 25 students responded out of 83. At Pyne Poynt 75 Puerto Rican students participated out of a total of 327.

The contact this project made with the counselors at each school revealed that, generally speaking, the staffs at Woodrow Wilson High School and Camden High School have made extra efforts to cooperate with Operation Talent Search and the representatives of both Camden County College and the College of South Jersey (Rutgers). Lists of names and addresses of Puerto Rican students have been given to the administrators of college recruitment programs.

Pyne Poynt Junior High School was not receptive to the idea of conducting college recruitment, perhaps because in the past it has not been a tradition for colleges to send representatives to Junior High Schools.

TABLE 3

PUERTO RICAN ENROLLMENT BY GRADES
THREE CAMDEN SECONDARY SCHOOLS

School	12	11	10	9	8	7	6	Totals
Wilson High School	24	44	31	28				111
Camden High School	12	22	20	8				83
Pyne Poynt Junior				67	106	82	38	296
	36	66	51	103	106	82	38	490

All the secondary schools where surveys were conducted have a staff of dedicated counselors, each of whom had more than 350 students to counsel. Mr. Hackett, at Woodrow Wilson High School reported that the counselors' responsibilities were not clearly defined. A great deal of paper work, typing of lists, providing references, and extra curricula activites consumed large amounts of the counselors' time. Mr. Hackett feels that a clearer definition of

THE AWARENESS OF PUERTO RICAN SECONDARY STUDENTS
AT CAMDEN HIGH SCHOOL
(based on 25 surveys)

	Affirmative	Negative
A. TO PROGRAMS FOR THE DISADVANTAGED AT RUTGERS SOUTH JERSEY:		
1. Students who visited the campus of Rutgers South Jersey.	6	19
2. Students with Puerto Rican friends attending Rutgers South Jersey.	10	11
3. Students who had heard of the Urban University at Rutgers South Jersey.	3	18
4. Students who had heard of Operation Talent Search.	3	18
B. TO PROGRAMS FOR THE DISADVANTAGED AT CAMDEN COUNTY COLLEGE:		
1. Students who visited the campus of Camden County College at Blackwood.	0	21
2. Students with Puerto Rican friends attending the Blackwood Campus of Camden County.	6	15
3. Students who visited the Center City Campus at Carman and Broadway Streets.	0	21
4. Students with Puerto Rican friends attending the Center City Campus.	3	18
5. Students who had heard of the Second Chance Program of Summer 1968.	0	21
6. Students who had heard of the 100 Go-To-College Program of Fall 1968.	0	21
7. Students who had heard of the Summer Program of 1969.	3	18
8. Students who had heard of the Open Door College at Center City Campus.	0	21
C. TO EDUCATIONAL OPPORTUNITY FUND PROGRAMS:		
1. Students who had heard of the Educational Opportunity Fund.	4	17
2. Students who knew that State aid was available to help them go to college.	13	8
3. Students who knew of any Puerto Rican organization giving scholarship aid.	2	18
4. Students who knew of Puerto Rican friends who would go to college if money was available.	18	3
D. TO THEIR OWN COLLEGE GOALS:		
1. Students who had been encouraged by somebody to go to college.	24	0
2. Students whose school counselors had given encouragement to go to college.	14	7
3. Students whose parents want them to go to college.	16	5
4. Students who want to go to college if money were available.	22	2

the responsibility of the counselors is needed. Generally speaking the counseling staff at Woodrow Wilson High School was cooperative, organized, resourceful and helpful.

The staff at Camden High School was also cooperative. Lists of names and addresses of Puerto Rican students had previously been prepared for Angelo Carrion, of Talent Search. However, the accumulation of questionaires was difficult at Camden High because of student unrest and a state of crisis within the administration. Counselors were distracted and the student body irregular in attendance, creating hardships for the completion of a survey.

The situation at Pyne Poynt Junior High School was much different. There the Guidance Department was unable to provide answers - not even lists of students enrolled. This was true even after Dr. Smerin's request that all cooperation possible be given to make the research project a success. The staff at Pyne Poynt refused to cooperate. Records were poorly kept. The staff seemingly operated with a "find it yourself" attitude. Attempts were made to pass responsibility from one person to another, and stalling tactics apparently were used to create long delays for the researcher.

The only encouraging fact that could be found at Pyne Poynt Junior High was the work of Mr. Charles Gibson, who was making a study of all 8th graders to provide early promotions for those who had good grades, or who evidenced a sincere desire to do good work. Mr. Gibson described his basis for deciding whether to promote 8th graders at mid-year as a willingness to study, age above the norm, and a strong desire to return to their peer group. He indicated "In the past it has produced good results". One girl who was pro-

THE AWARENESS OF PUERTO RICAN SECONDARY STUDENTS
PYNE POYNT JUNIOR HIGH SCHOOL
(based on 75 surveys)

	Affirmative	Negative
A. TO PROGRAMS FOR THE DISADVANTAGED AT RUTGERS SOUTH JERSEY:		
1. Students who visited the campus of Rutgers South Jersey.	24	50
2. Students with Puerto Rican friends attending Rutgers South Jersey.	41	31
3. Students who had heard of the Urban University at Rutgers South Jersey.	23	50
4. Students who had heard of Operation Talent Search.	9	63
B. TO PROGRAMS FOR THE DISADVANTAGED AT CAMDEN COUNTY COLLEGE:		
1. Students who visited the campus of Camden County College at Blackwood.	5	63
2. Students with Puerto Rican friends attending the Blackwood Campus of Camden County.	11	61
3. Student who visited the Center City Campus at Carman and Broadway Streets.	7	67
4. Students with Puerto Rican friends attending the Center City Campus.	4	70
5. Students who had heard of the Second Chance Program of Summer 1968.	3	71
6. Students who had heard of the 100 Go-To-College Program of Fall 1968.	2	71
7. Students who had heard of the Summer Program of 1969.	10	64
8. Students who had heard of the Open Door College at Center City Campus.	5	68
C. TO EDUCATIONAL OPPORTUNITY FUND PROGRAMS:		
1. Students who had heard of the Educational Opportunity Fund.	28	45
2. Students who knew that State aid was available to help them go to college.	45	29
3. Students who knew of any Puerto Rican organization giving scholarship aid.	25	46
4. Students who knew of Puerto Rican friends who would go to college if money was available.	37	37
D. TO THEIR OWN COLLEGE GOALS:		
1. Students who had been encouraged by somebody to go to college.	52	21
2. Students whose school counselors had given encouragement to go to college.	41	32
3. Students whose parents want them to go to college.	62	10
4. Students who want to go to college if money were available.	58	15

moted to 9th grade at the middle of last year and able to finish two years in one was Miss Carmen Nieves. Carmen was on the honor roll in eighth grade and after promotion became the valedictorian of her class. According to Mr. Gibson, "These motivating factors cause those who have done well to try harder".[1]

Authority for the promotion of older students was given by Mr. Earl Kirkpatrick, the Coordinator of Special Services. The fact that such promotions have helped Puerto Ricans stay in school, and to do well, was not universally known, and the Camden School System should ask Mr. Gibson to give a report on the effectiveness of such promotions as a motivating factor toward greater achievement. This policy could benefit all students doing good work and could help more young people speed their way to college.

RESPONSES TO THE SURVEY

Since the surveys were conducted by homeroom teachers, and not by individual interviews, not all questions were answered on some questionaires. Students who did not understand a question or know what the question was about frequently did not answer. Others simply placed a question mark by the question. For this reason, some questions have a larger number of responses than do others.

A comparison of the questions most frequently answered with those not answered revealed some interesting facts about what Puerto Rican students knew or didn't know. The two questions most frequently answered were: had they visited Rutger's South Jersey campus, and had they heard of the Educational Opportunity Fund. Both of these

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[1] Charles B. Gibson, May 4, 1970 at Pyne Poynt Junior High.

TABLE 4

A CHART OF THE NUMBER OF RESPONSES TO EACH QUESTION

125	responses - students whose parents wanted them to go to
124	responses - students who want to go to....... College
106	responses - students who were encouraged by someone to go to college
101	responses - students who knew State money was available
91	responses - students whose Puerto Rican friends want o go to college
86	responses - students whose counselors encouraged them to go to college
83	responses - students with friends attending Rutgers South Jersey
68	responses - students who had visited Rutgers South Jersey campus
67	responses - students who had heard of E.O.F.
62	responses - students who knew of Puerto Rican organizations for scholarships
45	responses - students who knew of the Urban University
19	responses - friends attending Center Campus and students who had visited Center City Campus
14	responses - students who had visited Blackwood Campus
13	responses - students who knew of Second Chance Program
12	responses - students who knew of Open Door College
9	responses - students who knew of 100 Go-To-College Program

questions drew 173 responses as they were precise questions. The lowest number of responses (only 110) were about Camden County College's 100 Go-To-College Program. The median number of responses was 165.

CONCLUSIONS

This survey revealed two important facts. First, students make better recruiters, and provide better promotion for a college, than do College recruiters and staff members among minority groups. The influence and impact of college students on their peer groups and friends still in high school can not be over-estimated. Angelo Carrion found them to be particularly effective, after he had organized them into a group called "Estudiantes Hispanos de Rutgers". They were responsible for the splendid response he got to the Spanish Cultural Festival held at the South Jersey College on April 10 and 11, 1970.

The second fact revealed was that the aspirations of the parents of disadvantaged students were almost universally higher for their children than what they were able to achieve for themselves. Colleges should not overlook the interest of parents in economically disadvantaged neighborhoods in their children, but try to establish contact with them -- as might be possible through cultural events in Spanish and with Puerto Rican artists. Only by giving parents information of the current opportunities for higher education for the poor will parents be able to provide the extra encouragement the child needs to realize his aspirations.

Additional conclusions resulting from the analysis of the questionaire relate to the attitudes of the public schools toward the minorities. The Camden School Board needs to have a more positive and friendly attitude toward the Puerto Rican Community; it should try to establish a full range of programs for the disadvantaged. The administrations of all secondary schools need to be directed to cooperate with programs for the recruitment of minority students for programs of continuing education, whether college, vocational training, General Educational Development Training, or Adult Basic Education Programs. A policy of drop-out referrals to all other appropriate educational agencies, whether government or private, should be initiated.

The Puerto Rican community has an obligation to establish a strong community organization for referral and social services to young and old in the Puerto Rican community. Lists of Puerto Rican students should be kep current and turned over to any Puerto Rican organization that could act as a clearing-house of information on Puerto Rican needs and concerns. For this reason the Puerto Rican community needs a unifying organization to bring all the diverse groups together into one council, like the "Concilio de organizaciones Hispanas" in Philadelphia. Such an organization could become a clearing house for all projects concerned with the Puerto Rican community. It should be an open organization, allowing all who share mutual goals to participate.

The greatest priority for the Puerto Rican community must be to not disappoint their youth who, firmly believe that a Puerto Rican organization exists in Camden that will provide them with moral and financial assistance to enable them to go to college. It is signif-

THE AWARENESS OF PUERTO RICAN SECONDARY STUDENTS
TOTAL FOR THREE SCHOOLS SURVEYED
(based on 175 surveys)

	Affirmative	Negative
A. TO PROGRAMS FOR THE DISADVANTAGED AT RUTGERS SOUTH JERSEY:		
1. Students who visited the campus of Rutgers South Jersey.	58	115
2. Students with Puerto Rican friends attending Rutgers South Jersey.	83	82
3. Students who had heard of the Urban University at Rutgers South Jersey.	45	101
4. Students who had heard of Operation Talent Search.	29	115
B. TO PROGRAMS FOR THE DISADVANTAGED AT CAMDEN COUNTY COLLEGE:		
1. Students who visited the campus of Camden County College at Blackwood.	14	147
2. Students with Puerto Rican friends attending the Blackwood Campus of Camden County.	29	124
3. Students who visited the Center City Campus at Carman and Broadway Streets.	19	147
4. Students with Puerto Rican friends attending the Center City Campus.	19	147
5. Students who had heard of the Second Chance Program of Summer 1968.	13	152
6. Students who had heard of the 100 Go-To-College Program of Fall 1968.	9	100
7. Students who had heard of the Summer Program of 1969.	28	87
8. Students who had heard of the Open Door College at Center City Campus.	12	153
C. TO EDUCATIONAL OPPORTUNITY FUND PROGRAMS:		
1. Students who had heard of the Educational Opportunity Fund.	67	105
2. Students who knew that State aid was available to help them go to college.	101	66
3. Students who knew of any Puerto Rican organization giving scholarship aid.	62	101
4. Students who knew of Puerto Rican friends who would go to college if money was available.	91	77
D. TO THEIR OWN COLLEGE GOALS:		
1. Students who had been encouraged by somebody to go to college.	106	44
2. Students whose school counselors had given encouragement to go to college.	86	78
3. Students whose parents want them to go to college.	125	33
4. Students who want to go to college if money were available.	124	44

TABLE 5

NO. OF STUDENTS INDICATING A DESIRE TO GO TO COLLEGE: WOODROW WILSON HIGH COMPARED TO PYNE POYNT

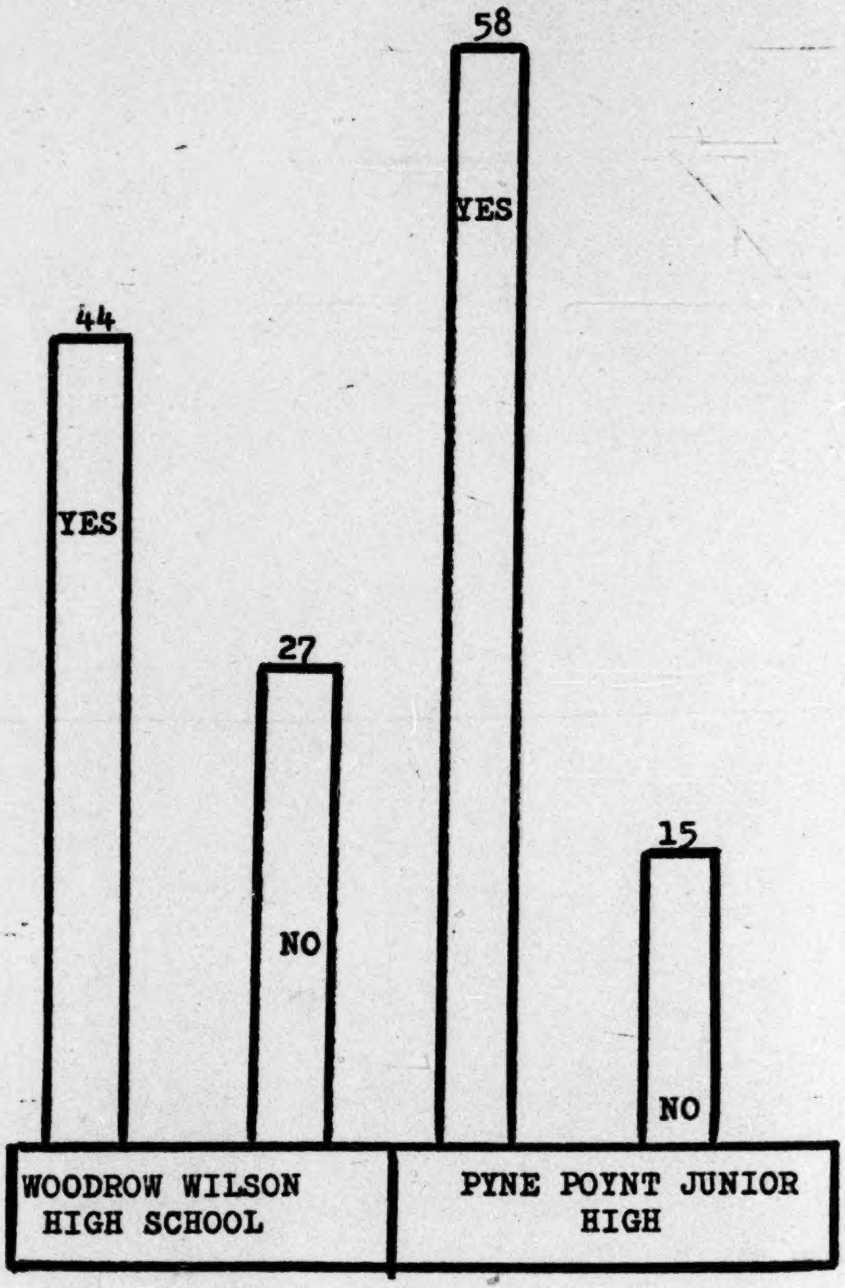
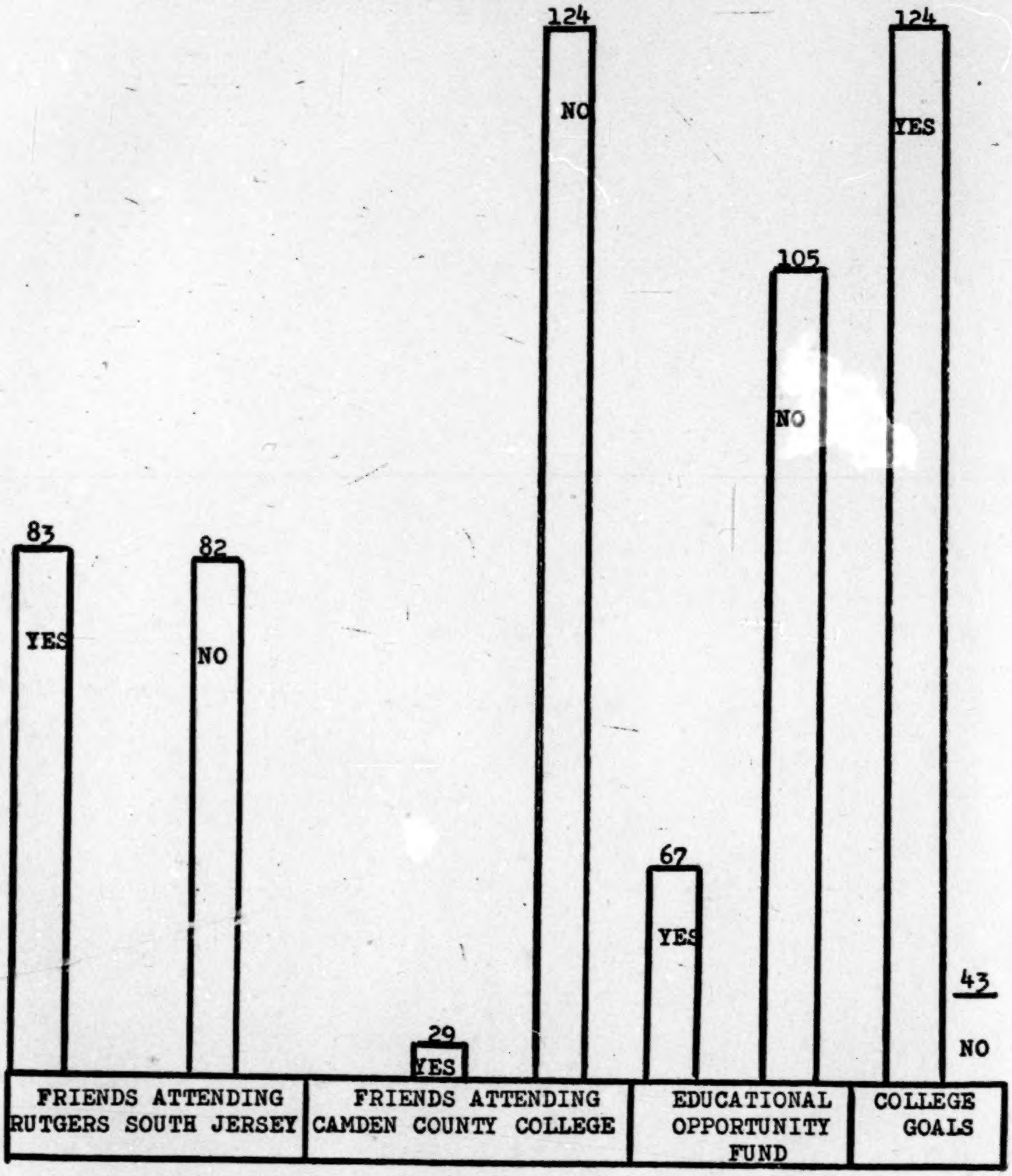


TABLE 6

THE IMPACT OF RUTGERS SOUTH JERSEY AND CAMDEN COUNTY COLLEGE COMPARED ON PUERTO RICAN SECONDARY STUDENTS CAMDEN, NEW JERSEY



icant that more youths have college aims at Pyne Poynt than Wilson High School. This is contrary to the expectation of Dr. Smerin, who said, "I don't think you'll get any response worth noting with this survey at Pyne Poynt".[1] The existence of an interest in a higher education at the Junior High level makes it imperative for colleges to begin promotion efforts and early recruitment drives earlier in order to provide more students with new visions and horizons. With faith and a firm goal, the junior high students are young enough so that they can still do something about the accumulation of educational disadvantages. But the Puerto Rican community, the colleges, and the school administration, must work together so as not to disappoint them.

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[1] Dr. Charles Smerin, April 17, 1970 in his office.

CHAPTER V

FACTORS THAT CAN INCREASE THE POTENTIAL NUMBER OF PUERTO RICANS IN HIGHER EDUCATION

The purpose of this thesis was to analyze the reasons why Puerto Rican participation in Educational Opportunity Fund Programs for higher education in New Jersey was not greater. Less than 200 Puerto Ricans attended college under the E.O.F. during the first two years of operation. In a state where there are over 40,000 Puerto Ricans enrolled in public and parochial schools, this is a discouragingly small figure.

Educational Opportunity Fund Programs in Camden County were described in chapter two. Chapter three estimated ~~of~~ the impact of E.O.F. among the Puerto Rican leadership. In chapter four the awareness of Puerto Rican Secondary School Students was reported to be considerably higher than expected, especially at the Junior High School level. From this study can be drawn the following observations:

Regarding colleges:

1. Colleges that added Puerto Rican staff members to recruit in the Puerto Rican Community were much more successful than those without Spanish-speaking staff members.

2. Puerto Rican Cultural Festivals provided the college unique contact with Puerto Ricans and in a relaxed setting allowed the college to demonstrate its interest in the community.

3. Puerto Rican participation in college Educational Opportunity Fund Advisory Boards could be improved.

Regarding the Puerto Rican Community:

1. Puerto Rican leaders were not united or organized in a strong community organization.

2. No Puerto Rican organization exists in Camden County to provide scholarships for Puerto Rican youth or challenge them to consider the need of a higher education.

Regarding Puerto Rican youth:

1. A majority of Puerto Rican youth were firmly convinced that Puerto Rican organizations were already in existence ready to provide them with financial aid and moral encouragement to go to college.

2. More Puerto Rican youth want a college education than was generally believed, either by school officials or by the Puerto Rican leadership.

3. Young people knew more about the Educational Opportunity Fund and opportunities for a higher education than did their pastors, club presidents and businessmen in their community.

Regarding Puerto Rican parents:

1. Parents almost universally desire for their children greater opportunities than they themselves were able to achieve.

2. More parents encouraged their children to aim for college than this researcher expected when he started the project.

As a first step in helping Puerto Rican youth to realize their potentials and to achieve a college education, it is necessary to look at the educational disadvantages the Puerto Rican child is likely to encounter and what the school system can do to overcome such handicaps. They are first, extreme mobility with frequent moves to Puerto Rico or other Puerto Rican communities; second, a lack of ability in English; third, the failure of major subjects and loss of knowledge of course content over protracted periods; fourth, age-grade placement based on grade repetitions putting them in lower grades and dropping them from contact with their peer groups.

There are four steps that school systems on the mainland United States can take to correct these handicaps, or keep them from creating disadvantages the young person can't overcome. They are:

1. Improved Record Keeping.
2. English As a Second Language
3. Bi-lingual Instruction in course materials
4. The promotion of motivated youth.

The continued growth of the Puerto Rican population of Camden provides the educators of Camden County with a challenge. Over 1,200 Puerto Rican youngster can become tomorrows college students.

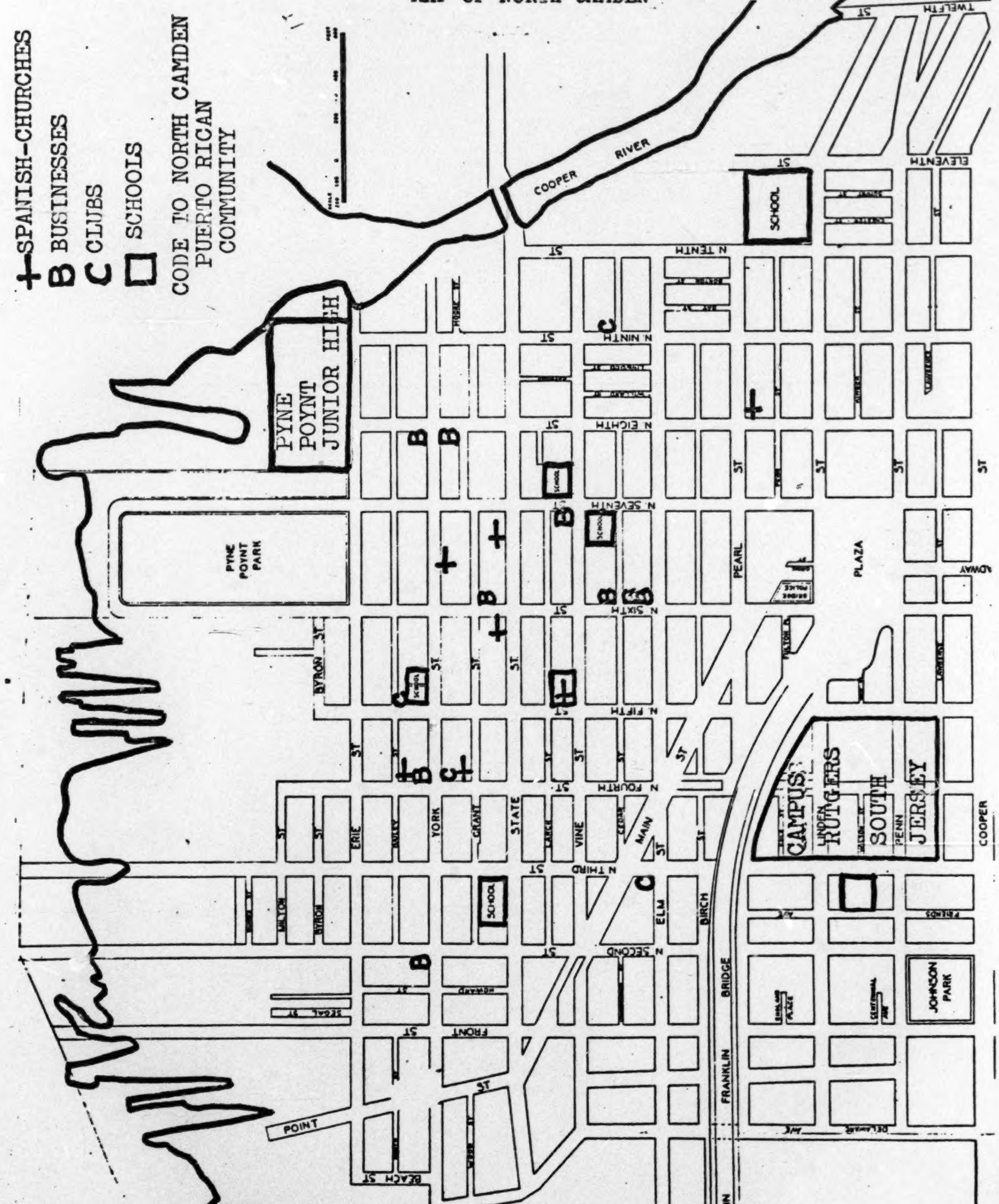
TABLE 1

PUERTO RICAN ENROLLMENT IN NORTH CAMDEN

School	Address	1967-68	1968-69	1969-70
Cooper's Poynt	(3rd and State)	200	209	304
Cooper-Grant	(3rd and Linden)	219	204	214
Northeast	(7th and Vine)	78	113	110
Powell	(10th and Linden)	5	10	54
Read	(7th and York)	35	68	97
Sewell	(7th and Vine)	87	99	123
Holy Name	(5th and Vine)	487	457	375
		1,114	1,160	1,277

The fact that the increase in enrollment in the above elementary schools took place within a few blocks of the campus of the College of South Jersey should be significant. The college has an important commitment to make to the community, and the community an important commitment to the college -- its young people. This makes it imperative for college, community and school to work together. Unless the social and school problems confronting Puerto Rican children now are corrected with remedial programs, few of the young people in the above schools will ever

MAP OF NORTH CAMDEN


+ SPANISH-CHURCHES
B BUSINESSES
C CLUBS
□ SCHOOLS
CODE TO NORTH CAMDEN PUERTO RICAN COMMUNITY
PYNE POYNT JUNIOR HIGH
PYNE POYNT PARK
COOPER RIVER
SCHOOL
CAMPUS RUTGERS SOUTH JERSEY
JOHNSON PARK
N TENTH ST
N NINTH ST
N EIGHTH ST
N SEVENTH ST
N SIXTH ST
N FIFTH ST
N FOURTH ST
N THIRD ST
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VINE ST
MAIN ST
ELM ST
BIRCH ST
PEARL ST
PLAZA
PENN
COOPER
TWELFTH ST
ELEVENTH ST
BENJAMIN FRANKLIN BRIDGE
N

have an opportunity to get a higher education.

IMPROVED RECORD KEEPING

A large number of Puerto Ricans move every year. Many more move twice a year. At Pyne Poynt Junior High, over ten per cent of the student body moved every year. This represents a large turnover of student body personnel. And frequently it is the parents of the disadvantaged child that is most likely to move more often. In the ghetto the truck pulls up at night and the next morning the family is gone and few know to where.

TABLE 2

NUMBER OF PUERTO RICAN STUDENTS MOVING AT PYNE POYNT

The year	Number Who Moved	Number Enrolled
1965-66-	32	207
1966-67	44	210
1967-68	38	223

The autobiography of Carmen Cortes, written by Carmen in Camden High School, reveals this special love for Puerto Rico. Carmen dropped out of the eleventh grade to get married. She had D's in English, Math, Biology, Lab and Health. Her goal in life was to become a lab technician. Writing in beautiful penmanship and English she wrote:

> "I was born in Ponce, the biggest city in Puerto Rico. It is also the most important, next to the capital, San Juan. Puerto Rico is very picturesque and it looks exactly like you see on travel posters or even better. It has many rivers, lakes and streams, and also is surrounded by the ocean. These provide many places for recreation, such as swimming and boating. It is also very hilly and mountainous and very, very lovely."[1]

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[1] Carmen Cortes, My Autobiography, Cumulative Record File; Camden High School.

Schools have difficulty in keeping track of Puerto Rican students. Since Puerto Ricans are citizens of two countries, and love for the island is never lost, some of this attraction is transferred to other stateside Puerto Rican communities where relatives and friends live. All American are mobile, because of the demands of an economy which requires its workers to move where the job opportunities are the greatest. This is true of Puerto Ricans as well. The ebb and flow of their migrations to the mainland is dependent on the economic situation in the United States.[1]

The destinations of Puerto Ricans moving from the Pyne Poynt area showed a significant pattern in their moves; this pattern can becomeeuseful in determining the speed of acculturation by which the Puerto Rican family is integrated into the mainstream of American Middle Class Society.

(1) Some return to Puerto Rico
(2) Some move to other Puerto Rican communities in the U.S.
(3) Some move to other parts of Camden
(4) Some move to integrated middle class communities.

The greatest number of those moving went to other parts of Camden. Usually the destination was East Camden, where conditions are better than North and South Camden -- houses are newer, streets are tree lined with lawns, life is fully integrated. The shift to East Camden can be verified by the increase in school enrollments there. One half of those moving out of the Pyne Poynt area improved their living conditions substantially and freed themselves of some of the economic and social deprivation characteristic of parts of North and South Camden.

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[1] Clarence Senior, Stranger Then Neighbors, Freedom Books, N.Y.C. 1961, p. 21.

TABLE 3

PUERTO RICAN ENROLLMENT IN EAST CAMDEN
(increase of 175)

School	Address	1967-68	1968-69	1969-70
Woodrow Wilson High	(31st & Federal Sts)	76	88	111
Davis Middle School	(34th & Cramer Sts)	8	17	40
Veterans Memorial Jr	(26th & Hayes Ave)	16	28	48
Cramer School	(29th & Mickle Sts)	22	38	50
Washington School	(27th & Cambridge Sts)	33	36	40
Dudley School	(23rd & High Sts)	30	31	39
McGraw School	(Dudley & Fremont Ave)	10	16	21
Sharp School	(32nd & Hayes Ave)	2	11	10
Catto School	(30th & Saunders Sts)	2	1	5
		189	266	364

North Camden was the initial receiving area for newcomers from Puerto Rico or other Puerto Rican communities because rents were lowest; there was a greater turn over of rental properties there. East Camden was the destination of those who have been here the longest and who have established themselves, but who have been able to improve their standard of living and achieve a greater degree of integration. Parkside did not show any significant increase that would indicate a trend.

TABLE 4

PUERTO RICAN ENROLLMENT IN PARKSIDE SCHOOLS
(increase of 25)

School	Address	1967-68	1968-69	1969-70
Camden High School	(Baird Ave & Park Blvd)	69	91	83
Hatch Junior High	(Park Blvd & Euclid Ave)	17	13	17
Parkside School	(Wildwood & Princess Ave)	3	0	10
Forest Hill School	(Wildwood & Park Ave)	(new school	)	4
		89	104	114

Two of the schools in Parkside draw Puerto Rican students from South Camden (Camden High and Hatch Junior High Schools). South Camden has a declining Puerto Rican population.

Puerto Ricans moving from North to South Camden or from

South to North Camden moved from one Hispano-American community to another, because both areas have Spanish-speaking clubs, stores, and churches. Those moving to Newark, Vineland, or New York City moved to Puerto Rican neighborhoods characterized by disadvantages suffered by Puerto Ricans in typical urban situations. Children and young people with high numbers of failures, grade repetitions, and multiplied educational difficulties tend to stay within the security of Puerto Rican communities, where at least the native tongue is spoken.

TABLE 6

PUERTO RICAN ENROLLMENT IN SOUTH CAMDEN SCHOOLS
(decrease of 39)

School	Address	1967-68	1968-69	1969-70
Lanning Square School	(5th & Berkley Sts)	238	277	254
W.S. Wiggins School	(5th & Mt.Vernon)	33	91	54
Broadway School	(Broadway & Clinton)	13	41	37
The New Middle School	(10th & Morgan Sts)	(new school)		18
Yorkship School	(Collings Road)	8	9	15
Bonsall School	(Mt.Ephraim & Chase)	4	6	14
Mickle School	(Fillmore & Van Hook)	2	13	14
Camden Junior School	(555 Mt. Vernon St)	8	9	13
H.B. Wilson School	(9th & Florence Sts)	6	24	12
Fetters School	(3rd & Walnut Sts)	0	5	8
Whittier School	(8th & Chestnut Sts)	4	3	1
Sumner School	(8th & Jackson Sts)	0	1	0
		316	479	440

Many dropouts use moving as an excuse to terminate their studies early. Trips to New York or other places, to visit friends or relatives, enable them to withdraw from the school. After two or three weeks, they return to Camden, but instead of returning to school they usually look for work. Counselors having heavy clerical loads simply lose track of the students, who by repeated moves have managed to elude attendande officers. Most dropouts find unskilled work. Many attend other programs for the disadvantaged, such as

Adult Basic Education, which is provided at the ABE Learning Center at 555 Spruce Street in South Camden; or the Camden City Learning Center, located at the Plaza Hotel on 5th and Cooper Streets. The ABE Center provided Adult Basic Education from firsto eighth grades and the Camden City Learning Center offered in addition to the ABE Program, a General Educational Development Program (G.E.D.) for taking the test for a high school equivalency diploma. Another popular school for the dropout is sponsored by the Opportunities Industrialization Center (O.I.C.) at Arch and Third Streets.

There is really nothing a school can do about those who move away. The right to move is a basic freedom in the United States. For many it means a move up and indicates that some are upwardly mobile. Schools, however, could help the children by permitting their families to take copies of their childrens school records with them. The present policy of refusing to allow the family copies of transcripts often makes a hardship on the child because of long delays in getting school records transferred. This is particularly true of newcomers from Puerto Rico. The Commonwealth of Puerto Rico, Department of Migration might well add as one of its functions the speeding up of the mailing of school records from Puerto Rico, as hundreds of children were accepted in mainland schools without ever having the benefit of their records from Puerto Rico. The poorer the family, the less likely will be that the parents will have any knowledge as to the name of the school, the dates attended, or where to obtain copies of former schools attended. Large numbers of newly arrived immigrant children were placed without the benefit of previous experience, grades, or intelligence scores.

Another policy that would aid dropouts to take advantage of other programs for the disadvantaged would be a plan of automatic referral of data on all dropouts to ABE and GED programs. Schools with educationally handicapped students would do well to permit youth sixteen and over to transfer to Adult Learning Centers where multi-media instruction is available. Such learning centers have the advantage of offering programmed instruction that permits the student to proceed at his own pace, check his own progress, use materials that are life-oriented and that have greater interest because of ethnic and adult content. In many cases students who do poorly in school find that the Adult Learning Center approach provides solutions to many of the problems caused by educational deficiencies.

ENGLISH AS A SECOND LANGUAGE

The child of immigrant parents coming from Puerto Rico or other Spanish-speaking countries finds himself in a bewildering world on his arrival in the United States. A survey was made of Puerto Rican students in North Camden Schools to determine the number who needed English as a second language. Through this survey, funds were obtained under the Elementary and Secondary

TABLE 7

PUERTO RICAN SCHOOL CHILDREN NEEDING ENGLISH AS A SECOND LANGUAGE

Elementary School	Born in Puerto Rico	Born in Mainland	Total T.E.S.L.
Cooper's Poynt	93	103	200
Cooper School	89	120	219
Northeast	15	61	78
Powell	1	4	5
Read	13	21	35
Sewell	20	59	89
Pyne Poynt Junior High	146	70	223
Wilson High School	51	22	76
Camden High School	40	25	69
	468	485	992

Education Act (Title I, Public Law 89-10) of 1965, to hire English teachers to offer this "second language".

The survey made a distinction between the child born in Puerto Rico and the child born on the mainland. It was however, the language that was spoken at home that should be the determining factor as regard to the need of English as a second language. On the basis of the above figures funds were obtained for teaching English As A Second Language (T.E.S.L). Four teachers were hired and classes were held at Cooper's Poynt, Cooper-Grant, Northeast-Sewell, and Pyne Poynt Junior High School.

During 1969 the number of T.E.S.L. classes were increased with classes provided in eight schools with six teachers partidpating.

TABLE 8

T.E.S.L. CLASSES DURING 1969-70

School	Number of Students
Cooper-Grant	30
Wiggins	15
Coopers Poynt	48
Lanning Square	48
Northeast-Sewell	60
Pyne Poynt	50
Holy Name	50
Total	211 students

Dr. Smering has indicated that during the 1970-71 school year, he anticipates hiring twelve T.E.S.L. teachers and doubling the number of classes.

T.E.S.L. teachers complain of a lack of appropriate materials for teaching conversational English; other complain that they are not allowed to teach reading. Problems in setting up schedules hamper the effectiveness of the T.E.S.L. Program because all other programs (Art, Music, Gym) frequently were given preference, and the

English-as-a-Second Language-Course becomes an orphan, left to operate as best it can under varying guidelines set down by different principals. Frequent schedule changes by principals, yielding to requests of subject chairmen, have made it almost impossible to develop actual classes, so that the majority of students attending (especially in Pyne Poynt Junior High) were at different levels of conversational ability.

THE IMPORTANCE OF BI-LINGUAL INSTRUCTION

English as a second language classes do not provide all the help the immigrant child needs to keep abreast in subject material while learning English. Sometimes two or three years were lost in major subjects because these subjects were taught only in English. Bi-lingual instruction would provide subject matter instruction in both English and Spanish, allowing the students to keep up with their peers in Math, Science, History, Social Studies and Health. In addition, bi-lingual teachers would be able to introduce the extensive English vocabulary needed to enable students to receive subsequent instruction that is given in the English language. Where no bi-lingual instruction was available, the students were likely to fail in many of the major subjects and then drop back one to three years because of these failures.

The Puerto Rican child that can keep up with his peers in his own language would not lose time academically. Unofrtunately, the Camden Public Schools did not apply for funds for bi-lingual instruction last year. However, Dr. Smerin has indicated that they are planning to begin a bi-lingual program in the fall of 1970.

The failures in major subjects represented the greatest single disadvantage suffered by Puerto Ricans in mainland schools. A study of the grades of students moving from Pyne Poynt revealed that it was the failing student that moved the most frequently. Unable to find schools that can provide instruction in their own language, many Puerto Ricans return to the island, or move to other Puerto Rican communities hoping to find a more congenial educational environment for their children. The Puerto Rican family faced the decision -- whether to remain in the United States, for economic reasons (e.g. better employment), or whether to return to Puerto Rico, where the children would more likely do better in school. The majority decided in havor of the economic advantages.

TABLE 9

DESTINATIONS OF PUERTO RICAN MOVING FROM PYNE POYNT

Year	Moved to Puerto Rico	Moved to Other P.R. Com.	Moved to Other Parts Camden	Moved to Integrate Communities	Total Number Moved
1965-66	7	6	12	7	32
1966-67	10	5	26	11	44
1967-68	5	10	14	9	38
	22	21	52	27	114

When a student has a language handicap, all his grades were likely to suffer. There was a higher incidence of both D's and F's on the cumulative records of Puerto Rican youth who moved. The teacher seeing a report card with a large number of poor grades was prone to classify such a student as "retarded", or "unteachable", when language was really the only problem. Therefore, bi-lingual instruction would have a twofold benefit of keeping the student who studied abreast with his peers in age-grade placement, as well as keeping him up-to-date in the study of subject matter.

A minor subject most commonly failed at Pyne Poynt Junior High was Health. Of the students who moved away from Pyne Poynt during the past three years, 24 failed the Health Course. Immigrant Puerto Rican children were prone to have poor teeth. Cavities go unfilled and students often have whole mouths with broken teeth and roots needing extraction. This is especially true of children comin from rural areas of Puerto Rico. The health of the Puerto Rican child born on the mainland was considerably better. A check with the Guidance Department at Pyne Poynt revealed that there was a higher number of failures in Health in the whole school, not just among Puerto Ricans. The reason for high failure rates in Health was the fact that one teacher sees all student only one time a week and grades can only be based on tests without the student knowing the child. Since the State requires Health to be taught as a continuous subject, it cannot be given in concentrated units so as to give the teacher more frequent student contact.

Late registration was another handicap faced by the Puerto Rican child. Many families waited a whole year before getting their children vaccinated. This means that many children lose a whole year before getting started in kindergarten or first grade.

MOTIVATION THROUGH THE PROMOTION OF HARD WORKING STUDENTS

The cumulative result of poor grades, poor ability in English, and failure in major subjects has been to be left behind. It is not uncommon to find Puerto Rican children repeating grades two or three times. Those students whose grade-age placement places them two to three years behind were most likely to eventually drop out of school. The task of making up two or three lost years looked impossible. A majority will get discouraged and drop out.

Age-grade placement then becomes an important reason for elimination. Of the five disadvantages Puerto Ricans suffer in mainland schools (1) frequent moving; (2) Lack of English Ability; (3) Failure in Major Subjects; (4) Discipline Problems; (5) Absenteeism; these can still be overcome by the disadvantaged child with the help of perceptive counselors.

Mr. Charles Gibson, eighth grade counselor at Pyne Poynt Junior High School has successfully promoted large numbers of Puerto Rican children as many as two years at a time when he saw that promoting them to the level of their peers became a motivating force for hard work and excellence. Mr. Gibson has been rewarded by seeing 16-year-old girls who were getting good grades even improve their grades after promotion and become valevictorians. Others have attained consistent placement on the honor rolls. Yet all would have become eventual dropouts had they been allowed to remain in the grade in which they were placed when in elementary school.

Promotion of students wanting to make the most of their opportunities has enabled many to overcome the disadvantages suffered at an earlier age. An example of the accumulation of educational handicaps in elementary grades was documented by Mrs. Kathy Eggars at the Northeast School in Camden. Mrs. Eggars was an English-as-a-Second Language Teacher at the Northeast School for the past two years. She made a study of the situation of the Puerto Rican child in that school and found that out of a total of 84 students, only 16 had not repeated a year. The remaining 68 repeated: 37 one year; 13 two years; 11 three years and 6 four year. One repeated five years. Therefore, of 85 students at the Northeast Elementary School, only 16 were placed at normal age-grade placement.[1]

CONCLUSIONS

It would be a mistake to expect schools to bear the full responsibility for the educational disadvantages suffered by Puerto Rican children. The community and the home share responsibility.

1. Things Schools Can Do

A plan of drop-out prevention, through early drop-out detection could be initiated. Mrs. Eggars was an example of an extremely dedicated teacher whose concern for the welfare of her students exceeded most teachers. She sought the facts and after getting the whole picture of the situation of Puerto Rican students at her school, she was able to meet the needs of her students.

The School Board should have several hours of sensitivity training for teachers of Puerto Rican students. For this training, I would recommend the introduction of Oscar Lewis' book, La Vida.[2] Also useful is the book Strangers Then Neighbors, by Clarence Senior.[3]

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[1] Kathy Eggars, "A Study of the Puerto Rican Child in the Northeast School" unpublished material for research project, Camden, N.J.

[2] Oscar Lewis, La Vida, Random House, Inc., New York, 1966.

[3] Clarence Senior, Strangers Then Neighbors, Freedom Books, N.Y.C. 1961,

Finally the Guidance Manual prepared by the Board of Education of the city of New York is helpful; Working with Pupils of Puerto Rican Background.[1]

A voluntary committee for helping non-English speaking pupils ought to be formed at each school.[2] Such a committee should have access to the cumulative records of the Puerto Rican students to allow the committee to establish a card file with the names and addresses of Puerto Rican students whose records show any of the danger symptoms of a potential drop out. These are:

1. Absenteeism
2. Discipline Problems
3. Failure of Major Subjects
4. Failure in English Ability
5. Age-grade placement data.

This committee should have the authority to recommend grade promotion to counselors, arrange interviews, and call for a team evaluation for remedial prescriptions for the child showing signs of becoming a potential drop out and taking remedial action.

Finally, since many Puerto Rican children were from families receiving support under Aid for Dependent Children, and came from homes without a male father image, the community should plan a program of family counseling, using Spanish-speaking School Social Workers. These social workers would provide a liaison with the caseworker from the welfare office and allow a comprehensive approach to the educational problems of the family. To prevent children with discipline or behaviour problems from becoming criminal cases, the inclusion of clergymen and representatives of other agencies from the community should be provided. The team approach is needed by both the school and the community to the problems of disadvantaged students. Any light that any one member of the committee can shed would be a source of benefit for the education of the child but not be overlooked.

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[1] Board of Education. Working With Pupils of Puerto Rican Background, 1966 (City of New York).

[2] S. Robert Shapiro, "How The Schools Can Help", in Strangers Then Neighbors, Clarence Senior. Freedom Books, N.Y. 1961.

Mrs. Eggars found that a program of family counseling would have been most successful at the Northeast School.[1] Of the 53 children needing remedial assistance, only 20 homes were represente:

10 families had 2 children at the Northeast School	total 20
4 families had 3 children at the Northeast School	total 12
4 families had 4 children at the Northeast School	total 16
1 family had 5 children at the Northeast School	total 5
20 families	55

2. Things the Community Can Do

It has been noted that a majority of the Puerto Rican children believe that there is a Puerto Rican organization in existence ready to provide them with scholarships to go to college. A large number of Puerto Rican youth will be looking to the Puerto Rican leadership for help and encouragement.

In Camden there is no such Puerto Rican organization. The Puerto Ricans in Camden need a strong community organization. It should have a central office for mailings, phone calls and any community announcements of importance. It should be an open organization attempting to draw in the whole Puerto Rican community. It should be a joint effort by all Puerto Rican leaders and organizations. The plan for such an organization could be found across the river where the Concilio de Organizaciones Hispanas de Philadelphia provides the Puerto Rican community there with leadership and organization as well as services.

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[1] Kathy Eggars, Ibid.

One of the first priorities of the Puerto Rican Community should be to establish a local chapter of ASPIRA. ASPIRA is a national Puerto Rican organization with headquarters in New York City, and regional chapters at Philadelphia and other centers for the purpose of helping Puerto Rican youth have greater aspirations.

Finally, the Puerto Rican community should assist each school in the establishment of a Committee for helping non-English speaking students, and seek funds from the federal government for bi-lingual school-community workers. When a team approach can be taken to provide remedial action by the community, the school - the family and the disadvantaged child will face brighter prospects of getting to college.

PUERTO RICAN POTENTIAL FOR HIGHER EDUCATION

To get a true picture of the potential for higher education it would be necessary to call upon the school board to keep a yearly record of the Puerto Rican enrollment by grades. However, the Superintendents Office does not have such information for 1969. This makes it impossible to estimate the number of Puerto Ricans passing from year to year at each grade level.

The only check that can be made with the information available is to compare the enrollment of Puerto Rican students at each grade level, as given by the three Secondary Schools surveyed in this study. Until further data is forthcoming no other estimate can be made.

TABLE 10

PUERTO RICAN ENROLLMENT BY GRADES AT WILSON, CAMDEN AND PYNE POYNT ON BASIS OF AUTHOR'S SURVEY

Grade	1968-69	1969-70	Number Lost from previous year
12th	46	36	19
11th	55	66	2
10th	64	51	87
9th	138	103	11
7th	116	85	
			119

The most obvious fact was that the decrease from 9th grade to 10th grade was so great that urgent action was needed to enable students to go from Junior High School to High School. There will be no substantial increase above the 27 Puerto Ricans now enrolled under the Educational Opportunity Fund in Camden County until the numbers passing from junior high to high school is substantially increased. Great interest in E.O.F. has been generated by this thesis and the surveys taken. The Educational Opportunity Fund should follow up this interest by printing and publishing sufficient literature about E.O.F. to place a folder in the hands of every secondary student in the State of New Jersey. This folder should be in adequate supply, so that Spanish speaking children can take them home to their parents.

It should be the responsibility of the public school systems and the communities at large to provide educational programs that will aid the disadvantaged and provide them with higher educational goals.

APPENDIX I

SURVEY QUESTIONNAIRE FOR PUERTO RICAN COMMUNITY LEADERS

The purpose of this survey is to see how many of you have heard of the Educational Opportunity Fund and find out what you are doing to encourage Puerto Rican youth to go to college under the E.O.F.

CAMPUS VISITS

1. Have you ever visited the campus of Rutger's University, South Jersey Campus? YES NO
2. Have you ever visited the campus of Camden County College at Blackwood? YES NO
3. Have you ever visited the Center City Campus of Camden County College at Carman and Broadway? YES NO
4. Do you know any Puerto Ricans attending Rutger's University, South Jersey Campus? YES NO
5. Do you know any Puerto Ricans attending Camden County College at Blackwood? YES NO
6. Do you know any Puerto Ricans attending Camden County College's Center City Campus? YES NO

EDUCATIONAL OPPORTUNITY FUND

7. Have you ever heard of the EDUCATIONAL OPPORTUNITY FUND? YES NO
8. Do you know that financial aid is available for the Puerto Rican youth wanting to go to college? YES NO
9. Do you know any Puerto Rican young people who would go to college if they knew EOF pays tuition and books? YES NO

PUERTO RICAN PARTICIPATION IN HIGHER EDUCATION

10. Have you given encouragement to anyone outside of your own family to go to College? YES NO
11. Is there any Puerto Rican organization giving scholarship help for college bound Puerto Ricans? YES NO
12. Does this organization put on programs in public schools to encourage youth to stay in school? YES NO

EDUCATIONAL PROGRAMS FOR REACHING PUERTO RICANS FOR COLLEGE

13. Have you heard of any of the following programs at Rutger's University:
    - (1) The Urban University? YES NO
    - (2) Operation Talent Search? YES NO
14. Have you heard of any of the following programs at Camden County College:
    - (1) Second Chance? YES NO
    - (2) One Hundred Go To College 1968? YES NO
    - (3) The Summer Program of 1969? YES NO
    - (4) The Open Door Campus in Center City? YES NO

PLEASE RETURN THIS FORM TO: Mr. Eugene L. Madeira, Route 1, Strasburg
Pennsylvania 17579

APPENDIX II

SURVEY OF COLLEGE INTENTIONS OF PUERTO RICAN STUDENTS IN CAMDEN'S SECONDARY SCHOOLS

The purpose of this survey is to find out how many Puerto Rican Secondary Students in the Camden Public Schools know about financial aid available to them to enable them to go to college under the EDUCATIONAL OPPORTUNITY FUND. It also includes some questions about special programs sponsored by Camden County College and Rutgers University designed to reach Puerto Ricans for higher education.

CAMPUS VISITS

1. Have you ever visited the campus of Rutgers University, South Jersey Campus? YES NO
2. Have you ever visited the campus of Camden County College in Blackwood? YES NO
3. Have you ever visited the Center City Campus of Camden County College at Carman and Broadway Streets? YES NO
4. Do you have any Puerto Rican friends attending Rutgers University, South Jersey Campus in Camden? YES NO
5. Do you have any Puerto Rican friends attending Camden County College in Blackwood? YES NO
6. Do you have any Puerto Rican friends attending the Center City Campus of Camden County College at Carman and Broadway? YES NO

EDUCATIONAL OPPORTUNITY FUND

7. Have you ever heard of the Educational Opportunity Fund? YES NO
8. Do you know that State money is available to help you go to college and pay your books and tuition? YES NO
9. Do you know of any Puerto Ricans that want to go to college if they knew there was money available? YES NO
10. Would you go to college if you knew that money was available? YES NO

PUERTO RICAN PARTICIPATION IN HIGHER EDUCATION

11. Has anyone encouraged you to go to college? YES NO
12. Is there any Puerto Rican organization helping Puerto Ricans go to college with scholarship help? YES NO
13. Has your school or counselor encouraged you to go to college? YES NO
14. Do your parents want you to go to college? YES NO

EDUCATIONAL PROGRAMS FOR GETTING PUERTO RICANS TO COLLEGE

15. Have you heard of any of the following programs at Rutgers?
    (1) The Urban University? YES NO
    (2) Operation Talent Search? YES NO
16. Have you heard of any of the following programs at Camden County?
    (1) Second Chance? YES NO
    (2) One Hundred Go To College 1968? YES NO
    (3) The Summer Program of 1969? YES NO
    (4) The Open Door College in Camden Center City Campus? YES NO

*Instructions to Camden Secondary School Counselors: After this survey is taken please give each student a folder on E.O.F. in Spanish to take home to his parents.

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